

EXTRACTS AND STATEMENTS

RESPECTING

BI-LINGUAL TEACHING

IN

GREAT BRITAIN, THE UNITED STATES

AND CANADA.

PRINTED FOR THE EDUCATION DEPARTMENT.



TORONTO:
PRINTED BY WARWICK & SONS, 68 AND 70 FRONT STREET WEST.
1890.

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BI-LINGUAL TEACHING
IN
GREAT BRITAIN, THE UNITED STATES
AND CANADA.

EXTRACTS FROM EVIDENCE TAKEN BY THE ROYAL COMMISSION
APPOINTED TO INQUIRE INTO THE WORKING OF THE ELEMEN-
TARY EDUCATION ACTS, ENGLAND AND WALES, 1886-1887.

The Teaching of Welsh in Elementary Schools.

MATTHEW ARNOLD, ESQ., EXAMINED.

FIRST REPORT, PAGE 219.

Thinks the two languages an advantage.

Q. Have you had any experience in examining Welsh schools?

A. I have examined Welsh schools.

Q. Did you meet with what is called the bi-lingual difficulty there?

A. Yes, no doubt, but I think I could perceive even then that the two languages were an advantage.

MR. EBENEZER MORRIS, MASTER OF THE BRITISH SCHOOL AT MENAI
BRIDGE, ANGLESEA, EXAMINED.

SECOND REPORT, PAGES 284, 285, 288, 289.

Difficulty of teaching in Welsh Schools is, that English is a foreign language to the children—English should be learned through the medium of Welsh—Would use Welsh only where the children could not understand English—Before the present code used books with English on the one side and Welsh on the other, would do so now if he had the choice. English is crammed into children by present method. Welsh should not be taught to the exclusion of English. Welsh should be taught as a means of learning English so that one could proceed from the known language to the unknown.

Q. You urge very naturally that a difficulty arises from the fact that you have to teach the children in a language that is not native to them?

A. Yes.

Q. Do you think that the parents of your children would consent to having them taught in Welsh?

A. It is rather difficult to say that now; but the thing is whether the children would learn better; I think that is the most important question.

1 (B.L)

Q. That no doubt is a very important question ?

A. If the children came to understand the English language better, and learnt it better, it would be better for them to do it through the medium of Welsh.

Q. In your present school which would you prefer to use if you were free ?

A. If free to do as I thought best I would teach them English and Welsh sentences as a means of increasing their vocabulary of English words, and to express themselves in English. I think there ought to be a chance for the teacher to use the Welsh language as the medium of giving instruction to the children in English.

Q. If you were perfectly free, would you teach the children using the Welsh language in speaking to them ?

A. Yes, but only so far as they were unable to understand me in English. Before the revised code I used an English and Welsh handbook, with English sentences on one side and Welsh on the other. The children had a number of sentences to commit to memory as a home lesson and sometimes in school. The next day the teacher would give a sentence in English or Welsh, and the children had to repeat the equivalent, or sometimes they were required to write them. Care was taken to explain the difference in the construction of the sentences. I have no doubt children learnt more English by that method than they do under the present system.

Q. The children who come to the infant school come not speaking a word of English, I suppose ?

A. Not a word.

Q. In how short a time are they able to speak English ?

A. It is very difficult to say that : they are not able to speak English until they are, say, in the Sixth or Seventh Standard.

Q. Do they come to the infant school generally when they are five years old ?

A. When they are three years old.

Q. Do you find that at the time when they come into your school at the age of seven, when they leave the infant school they can speak English fairly ?

A. No.

Q. Can they understand an easy English reading-book ?

A. No, not even in the Third Standard.

Q. They can understand something of it, I suppose ?

A. Yes, of course.

Q. Do you think that by the time the children were 10 or 11 years of age in the Third or Fourth standard, they would understand more English if you had been generally teaching them in Welsh and teaching the English as a foreign language you yourself speaking Welsh ?

A. Yes, to understand it, but not to speak it. My opinion is that English should not be the spoken language of the school.

Q. Then do you think that you can teach them more English in the time that you have by the present method than if you spoke to them in Welsh ?

A. Yes, I can cram more English into them.

Q. I am simply questioning you now as to how you would most easily teach the children English, and I ask whether the children would be better able to understand and to speak English at 10 or 11 years of age if during the years up to that time you had been teaching them in school in the Welsh language ?

A. I believe they would understand much better, but would not be able to speak unless we had more time than we have at present.

Q. But that is not my question: given the time that you have (in the 2½ hours, taking that as the amount of time), and using it either to teach English or Welsh, in the same amount of time by which method would you teach them English best?

A. By teaching them in Welsh. I would teach them to understand English better, but not to speak it.

Q. You think that if you talk to them in Welsh and taught English as a foreign language they would understand it better but not speak it so well; is that your answer?

A. Not exactly. Use the two languages together; use the English for speaking and the Welsh for explaining.

Q. Will you tell me in your own language, given the present amount of school hours, and the present attendance at the school, in what way would you soonest enable the children in your school to read, understand, and speak English?

A. By having a book in English and Welsh, one side English and the other side Welsh, let the children read occasionally the Welsh part as well as the English; then they would thus understand the English better. The children should also commit a portion to memory, and produce it on slate or paper, they would thus increase their vocabulary, and learn to express themselves in English.

Q. Then you do not wish that the Welsh language should be so taught as to lead to the exclusion or neglect of English?

A. No, it should not be so at all.

Q. You think and feel that it is an absurdity to try and teach anything to a little child in a language of which he is absolutely ignorant?

A. I believe so; it is almost impossible to do it without explaining it to him in his own language.

Q. That is the condition in which many of your children come to you, is it not?

A. Yes, in the infant school and even in the First Standard they are able to understand next to nothing of English.

Q. What liberty would you desire to possess in your school as to the use of the Welsh language?

A. I think that it would be advisable to have Welsh as a class subject, only it should be optional. I would not have it made compulsory, but I would like it to have a trial, so as to see if the children would come on better.

Q. But even then you would use the Welsh in part as a means of acquiring English?

A. Yes, they should certainly be taught parallel.

Q. Would you desire that the children should be examined in Welsh by the inspector, and that they should receive marks for their acquisition of Welsh as well as of English?

A. They ought to be allowed to answer either in English or Welsh, and marks should be given if they are able to answer in either of the two. If a child failed to express himself in English he ought to have a chance to do so in Welsh?

Q. Would you care to teach Welsh grammatically in your school; that is to say, would you teach Welsh grammar?

A. Personally, I would have no objection, but I do not know whether it would be better for the children in my school.

Q. Generally speaking the Welsh do not learn their language grammatically to any large extent, I believe?

A. No, they do not, and that is the cause of the difficulty which I spoke of just now, as to their not being able to write the language.

Q. Are you a member of the Society for the Utilization of the Welsh Language in Education?

A. No.

Q. There is, I suppose throughout Wales at this time a very general desire that there should be a more distinct recognition of the Welsh language as an instrument of education?

A. I believe so, and it is becoming more so every year. I kept aloof from that society, because I had not fully made up my mind, although I feel strongly that Welsh children ought to be able to write their own language, and it ought to be used to learn English.

Q. Have you noticed what is the language which the children use when they are at play in the play ground?

A. Universally Welsh; it is almost impossible to get them to speak English when at play.

Q. Then the only English that they hear is in school?

A. Yes, or occasionally in the street, and some at home.

Q. Is it a matter of fact that a good deal of the English which is got up for the reading pass, is a matter of rote?

A. It is impossible to teach it intelligently, and go through the three books.

Q. Is the result of that kind of teaching to leave no permanent effect upon the children when they leave school, so far as English is concerned?

A. I believe that in many cases it forces the children to hate their books.

Q. Would you say that if you had one English book thoroughly taught on good methods, using the methods of translation from Welsh to English, and from English to Welsh, as is done in the teaching of a foreign language in this country, your children would be put in a better position when they get to the Third and Fourth Standards?

A. Yes, especially in country schools.

Q. Will you describe to the Commission what is your method of dealing with English when you get a child into the First Standard?

A. The first thing that I do is to read sentence by sentence and for the children to follow; then I ask them sometimes what are the meanings of the words, and they have to explain them in Welsh, and afterwards as well as they can in English.

Q. You do that now?

A. Yes. After explaining them in Welsh I explain them in English and I ask them afterwards to express themselves in Welsh and in English on the meanings of the lesson and the words.

Q. I tested myself in several schools the children in the Third and Fourth Standards and they read to me fluently out of the book that they had prepared; but when I asked them the meaning of some of the simplest words and sentences, I was not able to ascertain that they had any intelligent knowledge?

A. They have not even in the Fourth Standard.

Q. Every Welshmen of course would like to see the language preserved; but do you think the school is the place where that can be secured?

A. I would not do that for the sake of learning the language and nothing else, but only as a means to understand English through it.

Q. You admit that in giving them any intelligent knowledge of the matter that you read, you must proceed from what they know to what they do not know?

A. Yes, we must proceed from the Welsh to the language that they do not understand.

Q. Then I am right, I suppose, in assuming that throughout the whole of the Welsh speaking part of Wales a good deal of Welsh is used in the lower standards necessarily in explanation in order to give them a common means of education?

A. Yes.

Q. You are aware, I suppose, that the percentage of passes in Welsh schools in reading is as high as in England?

A. Yes.

Q. Does not that seem rather extraordinary?

A. They only learn to read like parrots. Perhaps that is putting it rather strongly; that is to say, they learn to read the words and that is all, and we give a great deal of time to the reading.

MR. LEWIS WILLIAMS, J. P., CHAIRMAN OF THE CARDIFF SCHOOL BOARD,
EXAMINED.

SECOND REPORT, PAGES 873, 876, 878.

Many children go to school entirely ignorant of English—Thinks better results would be obtained if some subjects were taught in Welsh instead of in English—Should have Welsh teachers—Welsh language should be encouraged and taught.

Q. I do not know whether I might ask you a question about a matter that is creating a good deal of interest in Wales, I mean the bi-lingual difficulty; does that affect you in Cardiff at all?

A. No, that does not affect us in Cardiff; but knowing the Principality very well, I am in favor of the Welsh language being taught. The difficulty is one we have to recognize. This week a teacher of cookery whom we have just had from North Wales said that she could not get the requisite number of children because she could not speak Welsh.

Q. A large number of children when they go to school are absolutely ignorant of the English language, are they not?

A. Yes.

Q. And therefore it would be absurd to make the English language the medium for teaching them anything?

A. I think that we should get very much better results if we taught them some subjects in Welsh instead of in English.

Q. Do you very much desire to have Welsh teachers for Wales?

A. I think that it would be an advantage.

Q. In what way; could you amplify that at all?

A. I think that a knowledge of the Welsh language would give a quicker insight into character and that they would be able to impart many facts more directly than they otherwise can.

Q. You said that nine-tenths of the inhabitants of Cardiff are English speaking people; therefore the Welsh question does not affect you so much in Cardiff?

A. It does not affect us at Cardiff.

Q. Yet, notwithstanding that, you are a very earnest pleader for the Welsh language

A. I have taken a great interest in the education of Wales for 25 years; and I feel that it is a wise and judicious thing that the language should be encouraged and taught

MR. BERIAH GWYNFE EVANS, EXAMINED.

THIRD REPORT, PAGES 1, 2, 3, 4, 5.

English best acquired by Welsh children through the medium of Welsh language—80 per cent. of his pupils had no knowledge of English when admitted—injurious effect of Welsh being ignored—a system of translation should be adopted.

Q. (Mr. Richard.) You have been for the greater part of your life engaged in educational work in Wales, have you not?

A. I have been for the greater part of my life so engaged.

Q. In regard to the Society for the utilization of the Welsh language in education, of which you are secretary, I should like to ask you a question. The object of that Society is not to discourage the acquisition of the English language by the Welsh children, or to prevent its spread in Wales, is it?

A. The very reverse would be its object.

Q. Still less, I suppose, has it any political character?

A. None whatever.

Q. Your contention is, that the English language will be best acquired by Welsh children through the medium of Welsh, is it not?

A. Exactly so.

Q. Can you give any evidence to the Commission as to the present prevalence of the Welsh language in the Principality, first of all as a spoken language. I suppose that it is still largely in use in most of the agricultural districts of Wales?

A. It is a notable fact, that with the exception of Radnorshire, and parts of Breconshire and Pembrokeshire, Welsh is practically the home language of the people. English may be the language of the school, but Welsh is the language of the playground, of the roads, of the market, and of the shop. In many cases it is the language of discussion and of business in public bodies, school boards, boards of guardians, parish vestries, etc., much, if not the whole of the business of which bodies, in many instances, is conducted entirely in Welsh, though the minutes are recorded in English. For 16 years I was in charge of a school, where outside the walls of my school-room, I had no occasion for using any language but Welsh half a dozen times in the year. Mr. W. Williams, Her Majesty's Chief Inspector of Schools for Wales, states that, for the counties of Cardigan, Pembroke, and part of Carmarthen, most of the children speak Welsh habitually at home, excepting in the southern half of Pembrokeshire.

Q. Passing to the mining and manufacturing districts, how does the language hold its own there?

A. Mr. D. W. Jones, coal inspector, Cardiff, says: "I am within the mark when I say that nine-tenths of the colliers of South Wales speak Welsh in the coal pit." Mr. W. Edwards, Her Majesty's Inspector of Schools, writing under date November 30th, 1880, says:—"I recently made a minute inquiry into the extent to which Welsh is spoken by the children of the district with this result:—of 24,383 children above 7 years of age, 55 per cent. were returned as speaking Welsh habitually at home. In the Rhondda Valley the proportion of purely Welsh children is much greater, viz., 72 per cent.

Q. How is it in the quarry districts of North Wales?

A. Mr. Edward Roberts, Her Majesty's Assistant Inspector of Schools for District No. 46, comprising the Island of Anglesey, and the Census Unions of Bangor, Carnarvon, and Pwllheli, says:—"The Welsh language is spoken, I may almost say exclusively, by children in this district when not at school." The Reverend Daniel Rowlands, Principal of the Bangor Training College, says:—"In Anglesey, and Carnarvonshire I

"should say that the language used by children out of school is exclusively Welsh. I believe that the same thing is true and perhaps to a still greater extent in Merionethshire."

Q. How is it with regard to the large towns, such as Cardiff and Swansea; I suppose that English predominates there?

A. There is, even in large towns much more Welsh than is apparent to a superficial observer. When I removed to Cardiff two months ago, I was told that I should never hear Welsh spoken. Since then I have made it a habit in calling at shops to make some remark in Welsh, and in only one instance have I been unable to secure a reply in the same language. Within a week of my arrival I attended a public meeting in the town at which the proceedings were entirely in Welsh, and there was an adult audience of some 1,200. Within a month after I attended another public meeting in the same town, when the proceedings were carried on in Welsh, and in which two Members of Parliament took part, and there was an audience of from 1,600 to 1,800, almost entirely children and young people; and yet Cardiff has been considered a one of the most Anglicised of the Welsh towns. The Welsh element of Swansea and Merthyr Tydvil would form a large proportion of the population. On Easter Monday I attended a musical entertainment at Abergavenny, in Monmouthshire, where there were from 5,000 to 6,000 people present, and yet the conductor of the meeting, a clergyman of the Church of England, deemed it necessary to conduct the proceedings almost exclusively in Welsh.

Q. With regard to those that go down to settle in Wales from England and Scotland and other nationalities, do they retain the English language, or do any of them acquire the Welsh?

A. So far as my experience goes, I should say that throughout the whole of Wales instances could be met with of families bearing English, Scotch, or Irish surnames, who are yet purely, almost monoglot, Welsh in speech. I have had in my own school children bearing such names as Dyer, Gray, Hayter, Wright, Irving, Murray, Hicks, and so on. In some of these cases the parents, who were railway employes, etc., would speak nothing but English at home, while their children preferred Welsh. In another generation these families would be purely Welsh.

Q. As to literature in the Welsh language, there is an impression pretty generally prevalent in England, that though the Welsh language may live on the lips of the people, there is very little literature; what is your opinion on that point?

A. I have no hesitation at all in saying that Welsh is not a barbarous jargon, or provincial dialect, spoken only by the unlettered and having no literature. As a literary people the Welsh will compare favorably with any nationality. Notwithstanding that the language has not been taught in the schools, its periodical literature is very extensive. I have been making enquiries of the publishers in Wales, and though I had previously flattered myself as being pretty well posted in Welsh matters, the replies which I have received have astounded me. The circulation of Welsh newspapers, magazines, periodicals, and books of all sorts, far exceeds my previously formed ideas. I find, for instance, that we have 17 weekly newspapers published in the vernacular in Wales, ranging in price from a halfpenny to twopence each. The total weekly circulation of these exceeds 120,000; the lowest circulation of any single paper is 1,500; and the highest weekly circulation returned for any single paper is 23,000, which has been the weekly issue for eight years of "Y Genedl Gymreig" ("The Welsh Nation"), an eight-page 56-column penny Welsh newspaper published in Carnarvon. I do not wish, of course, to state anything but what is absolutely necessary to found our own case. One magazine alone, published monthly, has attained a circulation of 37,760, and there are altogether 150,000 copies of magazines published in the Welsh language circulated monthly in the Principality. As to books, I may say that a leading firm in Wales assures me that they have expended 18,000*l.* on the production of a single Welsh work, and yet the sale has been sufficient to repay the expenditure and to afford a fair profit on that expenditure. A Welsh-English Dictionary is now being published, the first volume

of which, consisting of over 400 pages, quarto, and sold at half-a-guinea, does not reach the end of the first letter of the alphabet. English and Scotch firms also reap a rich harvest in Wales by the issue and circulation there of Welsh works published by them. One firm from Glasgow (and that I would wish to say is not the foreign firm that has circulated most Welsh books) has issued a number of Welsh works amounting in all to over 18,000, attaining a sale worth 36,250/. The total annual value of Welsh literature of all kinds published, is estimated by one of the leading Welsh firms as exceeding 200,000/.

Q. Is the Welsh language still largely used as a vehicle of religious instruction and worship?

A. A very telling fact in connection with this would, I believe, be the returns of the British and Foreign Bible Society. I have been informed by them that during the year ending the 31st March, 1887, a total of 84,408 copies of the Scripture in whole or in part, and entirely Welsh, were issued. This does not by any means represent the total number. There are other firms which also issue Welsh Bibles and Testaments, notably the Society for Promoting Christian Knowledge; and in Welsh homes, however humble or however rich, there is scarcely a shelf without its Bible, and its magazine, in the native language.

Q. Have you any idea how large a proportion of churches and chapels conduct their services in Welsh?

A. It would be difficult to obtain the exact number as regards the churches; but as regards the nonconformist denominations the numbers are published annually.

Q. (*Chairman.*) There would be no difficulty about the churches, because a report has been made to the Archbishop of Canterbury, which I have myself seen, as to the number of Welsh and English services?

A. I was not aware of that. I may say that with regard to the four leading nonconformist denominations, that with a total of 3,571 chapels, there are 2,853 entirely Welsh and 898 English. Thus, in these four denominations, 76 per cent. of the services would be conducted in Welsh. This does not, however, represent the proportion of Welsh to English worshippers amongst the nonconformists. As a rule, the English chapels are small and ill attended, while a Welsh service is often crowded. I mean, of course, services in the nonconformist chapels. Then, again, to found these English nonconformist causes, in the first instance, drafts have been made from Welsh chapels to form the nucleus of the new cause.

Q. What do you say about Sunday schools in this respect?

A. In the Welsh Sunday schools Welsh greatly preponderates. The Sunday school has hitherto been the great educating medium for the Welsh-speaking population. It is here that they have obtained the only instruction in their own language which they have ever had; and though they only have it here for an hour and a half once a week, they have learnt the language better than the English has been learnt by the regular daily instruction received at the day schools.

Q. How does all this prevalence of the Welsh language affect the question of education in Wales?

A. In Welsh schools (and by Welsh schools, I should say that I here mean schools in the Welsh-speaking parts of Wales), the majority of children come to school with absolutely no knowledge of English, but with a colloquial knowledge of Welsh. In my own school at Gwynfe I can say that at least eighty per cent. of the children admitted, ranging from four to ten years of age, came to me without possessing any knowledge of English. The simplest phrases in English conveyed no meaning to them. They had the whole vocabulary of English yet to learn. I was at one time carried away by the feeling which then prevailed, that, at whatever cost, nothing but English should be heard in the school. I never permitted a word of Welsh to be spoken under any circumstances inside the school-room or even on the playground. I am to this day ashamed to own that I, as a schoolmaster, did what was at one time an universal custom, and caned my boys for

using in my hearing their mother-tongue, the tongue in which all their hearts' associations were bound up, the language of their homes, of their parents' religion, of their own sympathies and intelligence. I shall regret it to my dying day. Permit me to give one instance of how this operated. On one occasion a boy in the second or third standard, a big lad of eleven years of age, came to school an hour late; he was accompanied by a sister, and a school-mate a year older; I called him up and asked him in English where he had been; the reply took my breath away. "Please Sir," said he, "I am dead." "You are dead?" I asked in surprise. "Yes," he said, "I am dead on the road." On breaking through my own rule, and inquiring in Welsh what he meant, I found that the poor boy had been ill on the road, and that neither he nor his sister nor schoolmate could distinguish in English between having been ill and been dead. That, I think, was the last time I ever insisted on the rule to exclude Welsh from my school. In bi-lingual Wales, on the other hand, the majority of the children when admitted into the schools have a more or less extensive English vocabulary, while they also possess a more complete knowledge of colloquial Welsh.

Q. What is the effect of Welsh being ignored and passed over in the day schools?

A. The result is injurious in many ways. In the first place, it lessens the child's confidence in himself, it makes him nervous, afraid to give expression to his thoughts, and doubtful of his own powers. In the second place, it instils into his mind a hatred of one of the two languages. Either he must hate the language of his home, which he is led to regard as a thing to be ashamed of, or, if he has any spirit in him or the least spark of patriotism, it fills his youthful mind with a deep-seated hatred of the foreign language, in favor of which his legitimate mother tongue is placed in the position of a bastard. In the third place, again, it affects the light in which he regards school. He associates school with English and home with Welsh; these counteract each other where they should assist. That this is the case is evidenced by the Education Blue Book for 1882, page 421 in the report of the Rev. Shadrach Pryce, Her Majesty's Inspector. In the fourth place, school is thus made a greater burden in the child's eyes than it need be; there is nothing attractive for him there. His lesson books, all in a foreign tongue, present nothing to his intelligence but the few pictures they may contain. There is nothing, in fact, but the companionship of his schoolmates to give him pleasure; and even this pleasure is limited by the restriction placed upon him and them to use only English whenever possible.

Q. How does this question affect the teaching of the English language?

A. The system of teaching generally pursued necessarily involves a training of memory and not of the intelligence; I might even say training the memory at the cost of the intelligence. The instance that I gave of the lad who believed that he was dead when he wished to say that he had been ill is not an isolated one. Children learn a number of English words, but these words convey no ideas to their minds. The teaching degenerates into a purely mechanical exercise. The child reads his book, his pronunciation of words may be correct, he may give an English synonym for any given word, but he actually knows nothing of it. It is only when the idea is placed before him in the familiar Welsh garb that he recognises it. To the ordinary English child his reading book contains stories in simple language which amuse and interest him; to the ordinary Welsh child, on the contrary, most of his books are sealed books, so far as his intelligence is concerned; the words are mere dry symbols, presenting no idea to his mind.

Q. That relates to what you call Welsh Wales, where the language of the home is purely Welsh; but how about what is called bi-lingual Wales?

A. There is one fact, if you will permit me to refer to the question preceding that, I should wish to emphasize strongly, and that is the injury done to Welsh children by ignoring Welsh in elementary schools is permanent. Some of those who have done best in scholastic competitions in Wales are those who have had their home language properly utilized in their school course. Were it not for the Sunday schools, where the boys and girls are taught to read their native language, and were it not for the Welsh literature

made accessible to them by this Sunday teaching, I say deliberately that Welsh peasants, instead of being, as I am proud to believe they are, the most intelligent of their class in the British Isles, would to-day be plunged in barbarian darkness.

Q. Will you now tell us how, in your opinion, this question affects bi-lingual Wales?

A. In the first place, bi-lingual Wales, children are only taught one language where they could with very little, if any, additional trouble, be taught two. In the second place, they are not taught the grammatical structure of their mother tongue, and thus a most valuable mental training, practically within the reach of all, is deliberately ignored and allowed to become a waste educational product. The injurious effect of this is evident. It affects in the first place attendants of Welsh services in the Church of England; they are not able to follow the lessons or to utter the responses, because they have not been taught to read Welsh. Again, the lower working classes who do not attend the Welsh Sunday schools are unlettered, the only class of Welshmen who may be so considered. Some of these pick up an insufficient knowledge of the construction of their native language, and become contributors to a certain class of the Welsh press, these contributions being often of a very low order and tending to debase the native purity of the language. Parents, that is, Welsh-speaking parents, having little interest in the schools, do not willingly submit to the compulsory attendance of children, and friction with the authorities ensues unnecessarily.

Q. The Department has made some concessions in regard to the use of the Welsh language in schools, has it not?

A. The only place where Welsh is officially recognized in the Code is a footnote to Schedule II., which states that "In districts where Welsh is spoken the intelligence of the children examined in elementary or class subject, may be tested by requiring them to explain in Welsh the meaning of passages read."

Q. You think that that is insufficient?

A. It may have been well meant, but it certainly is insufficient. It does not tend to the increase of loyalty on the part of patriotic Welshmen of average intelligence to see French and German inserted for the benefit of a comparatively few when Welsh is excluded where it might please the many.

Q. You spoke of four heads, and you have given us one; what is the second?

A. The teaching of Welsh as a class subject. In specifying our requests with regard to Welsh as a class subject, I wish to say in the first place, so as to remove any misunderstanding at the commencement, what we do not want. We do not want to teach Welsh as a class subject, but to utilize it. The children come to school with a knowledge of Welsh, but without a knowledge of English. We want to use systematically the knowledge which they possess as a key to the knowledge which they do not possess. We do not want to replace English, but to help it. It is our firm belief that the modifications in the Code, which we ask for, would directly benefit the child educationally, not alone in opening his intelligence, in investing his school studies with an interest that they do not now possess, but actually in giving him a far more practical knowledge of English than he can under the present system. In the second place we do not wish to substitute Welsh grammar for English grammar, but to modify the present requirements in English grammar to suit the peculiar conditions of the Welsh child. A modified form of the present requirements in English, and a regular graduated system of translation from Welsh to English is what we mean by Welsh as a class subject. We say that it is contrary to common sense to pursue, with regard to a Welsh speaking child in the heart of Wales, precisely the same course of teaching English grammar, and to subject him to precisely the same test in English grammar, as would be done with regard to an English-speaking boy in Essex or Kent. We want to train the children of Wales from the lowest infant class to the highest standard, to be distinctly bi-lingual. Our children now labor under a bi-lingual difficulty. We appeal for your help to turn this bi-lingual difficulty into a bi-lingual advantage. Bi-lingualism, strictly so called, is in every instance an advantage. It is only the spurious bi-lingualism which is a difficulty. And I state, as my deliberate

conviction (and I would wish due weight to be given to my words as a teacher of 20 years experience in Welsh districts), that in a great part of Wales the much vaunted knowledge of English which our children are supposed to acquire in our day schools is a spurious knowledge.

Q. By spurious you mean imperfect and inadequate?

A. Not alone imperfect; but it appears to be good when it is really bad. It may be coin, but it is counterfeit coin. English literature is closed and barred against them; give us the key to open the portals. English thought does not penetrate these districts; help us to remove the obstacle to the spread of this light.

MR. DAN ISAAC DAVIES, B. SC., EXAMINED.

THIRD REPORT, PAGES 6, 7, 8, 9, 10.

Bilingual instruction should be given—trained Welsh speaking teachers and bilingual books should be provided—Untrained bi-lingual teachers are preferable to trained teachers ignorant of Welsh—There is a reaction for bi-lingual teaching.

Q. (Mr. Richard.) You are a sub-inspector in some part of Wales, are you not?

A. I am.

Q. Have you had a large educational experience?

A. Yes.

Q. The question upon your summary is how far is the bi-lingual difficulty met in Wales?

A. That assumes that it is met with, because it cannot be met if it is not in existence, —and it is met with very largely. We meet with it now too in a new form. There is a sense of dissatisfaction spreading amongst the ratepayers and taxpayers, because they say that the State representing the taxpayers, and the School Board representing the ratepayers, are unjust to the Welsh Sunday schools.

Q. Will you explain in what way?

A. The idea in Wales is rather in favor of giving the religious instruction in the Sunday schools. The day school prepares for the English Sunday school by teaching the reading of English; but it does not teach the reading of Welsh, so that the Welsh Sunday school is over-weighted, and has not only to teach religion but to teach reading.

Q. In the Welsh language you mean?

A. Yes, to teach Welsh reading; so that there is a right desire for having English and Welsh reading taught in the day school.

Q. So as to admit of the instruction on Sunday being devoted entirely to religious purposes?

A. Yes, entirely.

Q. How do you think that the bi-lingual difficulty should be met?

A. First of all by a frank recognition of bi-lingual instruction in the Code.

Q. Are you acquainted with the Scotch Code of 1886?

A. Yes.

Q. Can you tell us what there is in that Code, bearing upon this question, if you have it in your hand?

A. Yes.

Q. (Sir Francis Sandford.) Have you got the Code of 1887?

A. I have not the Code of 1887, but it would probably be the same. I find on page 6 of the Scotch Code of 1886 in a note that there is a distinct mention made of a teacher of Gaelic. Of course that implies instruction in Gaelic. There is no mention in the English Code of a teacher of Welsh. On page 8 I find that there is a provision that if infants under seven are "partly taught by a Gaelic-speaking pupil teacher whose services are not required under Article 32 (c.) in respect of the average attendance at the school, the grant on account of each scholar in that department may be increased by "one shilling." On page 9 I find it stated that—"In districts where Gaelic is spoken the intelligence of the children examined under any paragraph of this Article (19) may be tested by requiring them to explain in Gaelic the meaning of any passages read "or recited." There is a provision of that kind in the English Code.

Q. (Mr. Richard.) For Wales?

A. Yes, for Wales; but it is not considered satisfactory, because it implies a knowledge of Welsh in the Inspector, and that is not always the case; therefore it cannot be taken advantage of.

Q. Have you anything more to say about the Scotch Code?

A. Yes. On page 10 it says that a special sum of 40s. or 60s. may be paid in respect of pupil teachers employed in giving bi-lingual instruction to Gaelic-speaking children beyond the ordinary grant. Then on page 30 I find it stated that a pupil teacher employed in a school in one of the Gaelic-speaking counties in giving bi-lingual instruction to Gaelic-speaking children, shall in addition to the other subjects of examination be liable to examination by the inspector in Gaelic reading, translation and composition. Then on page 32 there is a special condition in the memorandum of agreement of pupil teachers which says that the candidate having been employed in giving bi-lingual instruction to Gaelic-speaking children becomes a pupil in some school sanctioned by the Department preparatory to entering a training college; that is to say, where other Scotch pupil teachers would have four years to serve, the Gaelic-speaking pupil teachers are allowed to serve for three years, and to give this extra year to preparation for the training college. Then on page 37, we are told that Gaelic may be taken as a specific subject, provided it be taught upon a graduated scheme to be approved by Her Majesty's inspector.

Q. Is it your contention that all these provisions should be inserted in the English Code with respect to the Welsh language?

A. Certainly.

Q. Do you know anything about the regulation of the Commissioners of National Education in Ireland?

A. Yes, I have not full particulars, but they make grants in the elementary schools, they also pay result grants in the intermediate schools, and they have admitted the Irish language into the higher schools and universities, so that really the Irish language is recognised throughout the entire course of instruction in Ireland, in all classes of schools and colleges and in the university itself.

Q. Then you think, do you not, that Welsh, if it is to be used as a medium for teaching English, should be taken account of in assessing the merit grant?

A. I am of that opinion. You might think that perhaps this would always be the case. I do not know whether any other witness has explained the very strange traditional arrangements in Wales, which are something of this kind. The idea is that if you shut Welsh out of the school-room and the play-ground, you are in that way likely to teach English better. There is a plan by which if a boy is heard to speak a word of Welsh, a piece of stick or board, about a finger's length, is taken out of the master's desk, with the letters W. N. on it, meaning "Welsh Note." This is handed to the child, and the meaning of that is that the child, if he has it in his possession at the close of the school, is to be punished. This child is not now thinking of the lesson; he is very anxious to find somebody who speaks Welsh, in order to hand the W. N. on to him; so

that he attends to right and left, to somebody before or behind him who is likely to speak Welsh, and as soon as he hears a Welsh word, he hands it over; and that goes on, and at last the final culprit is brought up and punished. I do not mean to say that this exists extensively now, but the spirit which resulted in that arrangement 50 years ago still remains, and marks the system. I would support a change of this kind, that the books in use should be bi-lingual, partly Welsh and partly English; that would at once amount to a concession to the Welsh teachers, because it would reduce the amount of English matter, while on the other hand it would be meeting this new feeling, which I have already referred to, which asks that the Welsh Sunday schools should have the same chance as the English Sunday schools; you would be teaching Welsh reading side by side with English reading.

Q. (*Mr. Richard.*) We have a good deal of evidence from Mr. Gwyddo Evans about the Welsh language and its prevalence; have you anything to add to that?

A. I should like to impress upon the Commission that I have been all my life what the Welsh people call an Anglophile. They have always thought that I was too zealous for English. I have spent a large part of my life in England, for some years in the Metropolis, but mainly in Gloucestershire.

Q. As an inspector?

A. Yes. When I returned to Wales I returned under the impression that I should find the Welsh language fast receding, almost disappearing; but at every step since my return on the 1st of October, 1882, rather more than four years ago, I have found that the Welsh language, has turned the corner,—it has passed out of a time of, we may say, an English teaching reaction, I am glad to say, not into a time of Welsh teaching reaction, but into a time of a bi-lingual teaching reaction. A hundred years ago the feeling was all in favor of teaching by the Welsh language introduced by Mr. Charles, of Bala; that lasted for 50 years. Unfortunately, Mr. Charles, when he found the Sunday schools succeeding so well, and religion being spread amongst the people, neglected the day schools, and gave them up; and 50 years later, the Welshman who knew his Bible well, found that the Englishman came in to compete with him in secular matters, and he was nowhere; and he began to blame, not the system of instruction, but the language. Then there was a tendency to give it up, and then came in the English-speaking reaction. Now the sons of those men who have retained the two languages see that they have a decided advantage, and there is a bi-lingual teaching reaction.

Q. What is the feeling of the Welsh parents on this question?

A. They are in ignorance; they fancy that a man cannot have two mother tongues; that if you wish to learn English you must give up Welsh, but, to show that persons may have two mother tongues, I may state my own parents, for example, spoke both Welsh and English, so that we have always as children been able to speak and think in both languages.

Q. And on that ground of ignorance, which you state, there is a prejudice amongst Welsh parents against introducing Welsh into day schools?

A. Amongst some; but I believe that the greater portion already see the immense advantage of bi-lingual instruction, and that number will increase daily with the spread of information.

Q. (*Mr. Richard.*) Has there been any recognition of Welsh in other institutions in Wales distinct from the elementary schools?

A. Yes; there are scholarships offered at Lampeter College, at Cardiff College, at Aberystwith College and at Bangor College; and now a Welsh paper is given at these scholarship examinations, so that a boy who has been taught Welsh can get marks to help him to take a high place. There are also Welsh Scholarships at Llandovery School and Christ's College, Brecon.

Q. Have they professors of Welsh in these colleges?

A. Yes, in three out of the four. I believe that Bangor College, which is in a very Welsh district, has not yet appointed a professor of Welsh; there is one at Lampeter, one at Aberystwyth, and one at Cardiff. Welsh is systematically taught at Llandovery School, and some attention is paid to it at Christ's College, Brecon.

Q. You refer to Welsh in the final schools at Oxford; what do you mean by that?

A. That Oxford University is about to give its highest degree for a thorough knowledge of Welsh.

Q. But is there no deficiency in the means of training teachers in Wales?

A. We have a considerable supply of bi-lingual teachers untrained; it is felt that for certain districts bi-lingual untrained teachers are to be preferred to trained teachers ignorant of Welsh. What we want, is to have trained bi-lingual teachers. I, for one, feel that we want to have some arrangement that would give opportunities for increasing the supply of trained bi-lingual teachers.

Q. Do you think that the Welsh University Colleges recently established might be utilised for that purpose in some way?

A. I am of that opinion.

Q. Have you anything else to say to us as to English parents in Wales, as well as teachers, seeing the advantages of bi-lingual instruction?

A. I was very much struck with the success of English children at the examinations held by us, the first of the kind, last November.

Q. At the parish of Gelligaer?

A. Yes. At one school I was told that fully one-half of the children were children of English parents. I heard them read Welsh, and recite Welsh, and I could not tell which were the Welsh and which the English children, so successful was the pronunciation of the English children.

Q. And those English children got a good place?

A. Yes. I arranged the order of merit, and in one case an English girl stood third out of a class of 18; in another school an English boy was second.

Q. Have you anything to say with regard to inspection in Wales?

A. I wanted to bring out very strongly that the administration of the Education Act has given great confidence to Welshmen. They have made no strong demand or cry for Welsh-speaking inspectors, and yet the Education department has given them that. Almost every inspector and sub-inspector in Wales, the large majority of them at any rate, are bi-linguists.

Q. The object is not to carry on his education in Welsh, but to enable him to get, education through speaking Welsh?

A. Yes.

Q. (*Mr. Alderson.*) Is translation from English into Welsh, or *vice versa*, taught in schools in Wales?

A. Not systematically.

Q. Do you not think that that is very desirable?

A. That is what we propose in connection with this scheme.

Q. (*Mr. Sydney Buxton.*) From a reply which you made to Lord Norton, I understand your desire to be that Welsh should be taught, not in order to keep the Welsh language alive, but in order that the children, by learning both Welsh and English, should be able to learn English better; is that the position you take up?

A. Yes, especially for Welsh Wales.

Q. If you teach Welsh in this way it will, I suppose, tend to keep the Welsh language alive?

A. My colleagues and myself think that by this movement we shall really endanger the existence of the Welsh language; it has no tendency at all to hinder the progress of English; but unless the Welsh people are very much attached to their Welsh language, this movement will be fatal to it. The late Dean of Bangor's advice was—"Smother Welsh with kindness. Persecuting it and ignoring it have given it renewed strength."

Q. And you think that on the whole the existence of the Welsh language is a stumbling block, and not an advantage?

A. The Welsh language under the present scheme is a stumbling block, but we purpose that under the new arrangement it should be turned into an advantage.

Q. Then do you not think that by ignoring it, instead of encouraging it, as you propose, it would be more likely to be killed?

A. I think that that would be fatal to the development of the intelligence of the Welsh people.

Q. For the moment?

A. If you will allow me to illustrate my point, drawing and technical instruction are found to be essentials of success for the people in these days. If the Welsh language be not utilised in Welsh districts for the teaching of drawing and technical instruction that will give other countries 50 years' or a century's advantage over Welsh speaking districts, and I think that that would be very unkind to loyal Britons and fatal to the progress of the Welsh people.

Q. (Mr. Heller.) I understood you to say that the area of purely Welsh-speaking districts was narrowing, while the area of bi-lingual districts was increasing?

A. Yes.

DR. ISAMBARD OWEN, EXAMINED.

THIRD REPORT, PAGES 12, 13, 14.

Public opinion is in favor of utilising the Welsh language as a means of education—The teaching of Welsh would aid the acquisition of English—Would teach Welsh Grammar for elementary schools.

Q. Then the conclusion that you come to, on the whole, as the result of these careful inquiries by the Cymmrodorion, is that there is a strong power of public opinion in favor of utilising the Welsh language as a means of education?

A. Yes, wherever the subject has been brought before those interested in education. Personally, I believe that the teaching of Welsh in the schools would aid and not hinder the acquisition of English, but even were it not so, even if the introduction of the new subject did, as some fear, bring a little extra burden of work on the school, would not the game, from a practical point of view, be worth the candle, if at the same time frank recognition of the children's language removed an obstacle to the formation of that self-confidence and self-respect, without which success in life is hardly in these days to be attained."

Q. (Chairman.) Do I rightly understand that your great object is to utilise the Welsh language in educating the children in English?

A. Yes, that is the great object.

Q. And you do not want to bring before us a scheme for teaching Welsh for the purpose of keeping up the language as a language?

A. No.

Q. Not to utilise the knowledge of the children in their own native language for the purpose of teaching them something else?

A. For the purpose of teaching them English and improving their general intelligence.

Q. (Mr. Richard.) At present this obvious absurdity happens constantly in Wales, that a number of little children absolutely ignorant of English, and knowing only Welsh, are taught a variety of things through the English language which they have not learned?

A. Yes.

Q. (Sir Francis Sandford.) Do you think that if 100 hours were spent upon English and Welsh, that would give you better English than you would get out of the same time spent on English alone?

A. Yes, that is my opinion.

Q. (Mr. Alderson.) Then would you introduce or favor the introduction of any teaching of Welsh grammar into schools?

A. Yes.

Q. Would not that tend at once to keep the language alive?

A. I do not think that it would have any influence one way or the other; the forces that keep the language alive would not be affected by it, I fancy.

Q. But there is no teaching at present of Welsh grammar in the schools, is there?

A. Not in the public elementary schools?

Q. Yet you have admirable grammars that might be taught; I have seen a Welsh grammar of an exceedingly elaborate kind?

A. Yes; our society has just prepared and is about to publish a series adapted for the use of elementary schools.

Q. So that you do contemplate teaching grammar?

A. Yes.

REV. DANIEL LEWIS. EXAMINED.

THIRD REPORT, PAGES 14, 15, 17.

Is not in favor of Welsh text-books or of teaching Welsh in schools—Does not agree with other witnesses—Would discard Welsh as much as possible—English is the one thing needful.

Q. (Chairman). You are, I believe, the rector of Merthyr Tydfil?

A. Yes.

Q. And you are well acquainted with the Welsh language and with the Welsh people?

A. I have always lived in Wales; I was brought up as a Welshman.

Q. We shall be glad to hear what you have to say about the bi-lingual difficulty in Wales. We shall not take, if you please, what we call Welsh Wales; what have you to say about the bi-lingual difficulty in Welsh Wales in connection with education?

A. I am not in sympathy with the movement which is now set on foot to introduce Welsh text-books into the curriculum of Welsh elementary schools. I think that it would considerably handicap both teachers and scholars, because I feel from my own bringing up that the fact of my always speaking Welsh handicapped me considerably in my examinations. Had I been taught to think in and read and study English more, I should have done better both at School and at College.

Q. A suggestion has been made to us that it is advisable that Welsh should be recognised in schools, not simply for the purpose of keeping up the Welsh language, but for the purpose of enabling the teachers to avail themselves of the knowledge that the children have of their native language in order to teach them, through it, the English language and other matters; how would you view such a suggestion?

A. I think it is a mistake.

Q. Will you explain why you think it is a mistake?

A. For this reason: first of all, I do not think that it can be grafted on the present system of elementary education? You would have to get double sets of books, and the teachers would have to be Welshmen; and the circle from which the choice of teachers would have to be made would be narrowed down considerably to a limited number. Moreover, the wish is not a wish from the parents; I think it has been encouraged by a few patriots who no doubt believe they are right, but I do not think that all of them have had experience as school managers and school teachers.

Q. Supposing that we take Welsh Wales, and that we get over the difficulty of Welsh teachers, do you think it would be advisable or unadvisable that the Welsh children in Welsh Wales, who know no English whatever when they come into school, should be taught English and other things by communication in the Welsh language, and that they would be able to understand the teacher better if he spoke Welsh in the first instance?

A. That is done now so far as speaking is concerned, and the examiners are permitted by the code to elicit answers in Welsh from the children, if I am not mistaken; and that, I think, is only reasonable. But if they introduce Welsh text-books into the schools it will be a very different thing; for this reason the language is a spoken one. It has really no body of literature of own.

Q. Supposing it to be the object of Welsh teachers in Welsh Wales to teach children to read intelligently, do you think that they would be able to teach children to read Welsh intelligently, and to get that intelligent reading implanted in their minds through reading Welsh, rather than by hammering out the somewhat superficial knowledge of English, which is all that they could be expected to have acquired considering the shortness of the time at their disposal, to attempt to teach them to read English intelligently?

A. I fear that it would retard the knowledge of English. The difficulty of the Welshman, speaking from my own experience, is to think in English; and if he is encouraged to think in Welsh he will I think have to sacrifice the advantage which he has of learning English. That is to say, the study of Welsh in the day school would be at the sacrifice of studying English.

Q. Then you do not agree with those witnesses whom we have had before us, who think that the introduction to a greater extent than is now allowed of the Welsh language into elementary schools would further the good teaching of English?

A. I do not.

Q. Do you believe that there is a wish on the part of the Welsh people to have their own language taught to the children in the schools?

A. I do not think that is the case. So far as my experience has gone, I have never yet come across a parent who wished the Welsh language to be taught to his children in school: on the contrary, every Welsh parent is most anxious, so far as my experience goes, that his children should learn English.

Q. In proportion as the Welsh language has taken a strong hold of the children as their mother tongue, it becomes necessary, does it not, to substitute English for Welsh as the language of thought and customary speech?

A. Yes, decidedly.

Q. And this cannot be done, can it, unless Welsh is, as much as may be, neglected in ordinary life?

A. I would not say neglected, because there is nothing to prevent a Welshman from keeping pace with the spoken Welsh and yet learning English. But if his attention was diverted to the curriculum of Welsh literature or written text-books placed before him, I think he would be greatly handicapped in acquiring a knowledge of English.

Q. In proportion as Welsh phrases and Welsh habits of speech are perpetually recurring to his mind, they will interfere with his ordinary use of English, will they not?

A. Yes, decidedly.

Q. And therefore, in order to make him in his position successful in his business in life, he has practically to discard Welsh and to gain as much English as possible: is it not so?

A. As much as possible.

Q. The more time and brains are given to Welsh in the school, the less are available for English?

A. I should say so, decidedly.

Q. And English is the one thing needful?

A. I think so, in the interest of the rising generation of Wales, certainly.

THE VENERABLE JOHN GRIFFITHS, ARCHDEACON OF LLANDAFF,
EXAMINED.

THIRD REPORT, PAGES 19, 20, 21, 22, 23, 24, 25.

Would use Welsh in teaching English to Welsh children—Would not discourage English—Use of Welsh does not prevent them acquiring English—Same privilege should be given to the Welsh language as is now given to the Gaelic in the Scotch Code—Bi-lingual elementary books have been provided—A teacher teaching English by the bi-lingual method would produce better results than if he taught English alone.

Q. (*Mr. Richard.*) I think you are the chairman and honorary treasurer of the council of the Society for Utilising the Welsh Language in Education?

A. I am.

Q. And the memorial which that society has presented to the Commission was signed by you in their name and on their behalf?

A. Yes.

Q. You are well acquainted, I think, with most parts of the Principality, and you have large experience of various kinds in connection with education in Wales?

A. Yes, I know almost the whole of the Principality. I have been connected with education, though not with elementary education only, for the last 40 years. More than 40 years ago I was head master of an endowed grammar school for years. I then left, when I was ordained, to reside in the great mining districts of Monmouthshire, where I had to conduct schools in connection with the works. Having worked there for three or four years I came down to a country parish. That was also bi-lingual, and I had to conduct schools there. Having been there for eight years, I went to the large town parish where I now live. I have been there for 32 years, and there I have a considerable portion of education in my hands; we have no school board, and I have two very large schools.

Q. Are you manager of those schools?

A. I am the chairman of the managers of both the schools.

Q. So that you have had experience of various parts of Wales and can depose to the state of education there, and to the question of the bi-lingual difficulty.

A. I have had a large acquaintance with institutions which bear no doubt to some extent upon the question that you are dealing with to-day. The National Eisteddfod is really an educating institution. I was President of the National Council for 12 years, and that brought me in contact with most of the leading men of Wales of different schools of thought and of different classes.

Q. You are yourself, if I may so say, a bi-lingual clergyman, and you conduct services and preach in English and Welsh with equal facility?

A. Yes. I generally divide the Sunday between the two languages, taking the morning for English, and Welsh the other part of the day.

Q. And you find that of great advantage to you as a clergyman?

A. A very great advantage.

Q. What is your definition of the object of the society of which you are chairman for utilising the Welsh language in education?

A. I think that the object of the Society is a very simple one. It may be said to consist in using the language with which the people are perfectly familiar, their everyday language, the language of their homes, their hearts, and their affections, using that language in training their children, or bringing them up to a knowledge of English. That is the main object of the society. It was from that it first sprang.

Q. There was no idea of discouraging the spread of the English language?

A. Quite the reverse. We have been very much misunderstood in that respect. Our object has been to improve the English education of Welsh children.

Q. But though the object of the change that you seek is not to teach the Welsh language in day schools, you have no objection, but would think it an advantage I suppose, that the children should acquire a better knowledge of their own mother tongue through any use that may be made of it in the schools?

A. I think that it is of the greatest importance for a child's future that he should have a good knowledge of his own language. It is the language of his employment; it is the language of every earnest thought that he has; it is the language of his prayers, and of his religious exercises.

Q. And of his home?

A. Yes. In the town of Neath I address in Welsh people who are advanced in years, but amongst the people my common practice is to speak English to them. We have very few people who go into shops and make their purchases in Welsh; they make them in English.

Q. Neath is now very much Anglicised?

A. Very much. But when the Sunday comes, and our religious exercises have to be gone through, we find that the people will go perhaps in scores to an English chapel, but that they will go, by many hundreds to a Welsh chapel. Therefore it is necessary that I should be able to speak and preach in Welsh; in fact, I learnt the necessity very soon. No predecessor of mine could preach in Welsh with anything like fluency for 50 years. In the parish there were no Church of England Welsh services. At that time three-fourths of the people, at least, spoke only Welsh; there is a great change now. But I thought it my duty to restore to the people their parish church with Welsh privileges; and that parish church now has nothing but Welsh services, with a special clergymen, and I built a church there for the English portion of my people.

Q. You think that it is an advantage to any child or to any man to know two languages?

A. I think that for very many reasons it is a very great advantage. He is a more educated being if he has two languages than if he has only one; and he is intellectually stronger.

Q. (*Chairman.*) This bi-lingual question is not one that is peculiar to England and Wales, or to England and Scotland, and Ireland; it exists in many other countries, does it not?

A. Yes, I think the most interesting facts connected with it are in foreign countries. For instance, any man who studies the work of education, say in Belgium or in Switzerland, will there meet with much that is of the deepest interest as throwing light upon this bi-lingual question.

Q. And in Austria especially.

A. Yes.

Q. The educational system of those countries has had to be adapted to this variety of languages?

A. One of the facts that strike very forcibly the eye and ear of the tourist, when he is going through those countries, is the wonderful facility with which people in the lower conditions of life can speak, not only one or two, but very often three or four languages.

Q. (*Mr. Richard.*) Sunday schools form a very important part of the educational apparatus of Wales, I think?

A. They do.

Q. And they are conducted very largely in the Welsh language, are they not?

A. I think I may almost venture the assertion that had it not been for the Welsh Sunday schools in Wales, very little real work would have been solidly done by our English schools. I am now speaking of education and not of instruction merely. It is in our Welsh Sunday schools where the language of the people almost alone prevails, in districts or counties such as Carmarthen and Cardigan, that the child is first allowed to use his own familiar tongue or language; and it interests him very much when instruction is conveyed to him in that tongue of which he is so fond, and with which he is alone familiar.

Q. So that the retention of their own language does not prevent them from acquiring English?

A. It helps them very much, because the more cultivated they are in their own language, so far as my experience goes, the far greater is the readiness with which they can pick up English.

Q. There are some Welshmen who believe that the continued existence of the Welsh language is rather a protection for the morals of the Welsh than otherwise; what has been your experience as to the results of the English language gaining ground in certain parts of Wales; does it improve or deteriorate the character of the population?

A. There are many things to be taken into consideration, but I have no hesitation whatever in saying this: that where the Welsh people retain their own language not only for ordinary purposes, for general purposes, and especially for religious purposes, their morals are superior to the morals of those who have thrown aside these national privileges, and become amalgamated with other nations.

Q. I do not know whether there are any other points that you would like to state to the Commission beyond those that I have tried to elicit from you by questions?

A. Since I came to this place to-day I dropped upon a Scotch Code, and I find that there is now sanctioned in that Code that which is not allowed us (and which we are very ambitious of getting in the case of Welsh), and that is that a knowledge of Gaelic produces marks. I see that in the last Scotch Code a knowledge of Gaelic now gains marks, and we should like the same privilege to be given us in regard to the Welsh language.

Q. Do you consider that the conditions under which Welsh children acquire their education, are sufficiently considered in the standard of passes which is demanded by the Department?

A. No, I do not; it has always been to me a great mystery however they could pass as well as they do, considering that they are being taught in a language perfectly unfamiliar to them, in which they can very seldom realize an idea, because when they think, they think in Welsh.

Q. May I infer that you consider that the number of passes in English, although they secure a grant, represent very little knowledge either of English or the meaning of English?

A. I do.

Q. Then, in fact, that would mean that we are paying for illusory results?

A. Quite so, in strictly Welsh districts.

Q. (*Lord Norton.*) I suppose you would propose a similar public undertaking to teach Gaelic in schools in those parts of Scotland where Gaelic is talked, as to teach Welsh as you propose in the Welsh districts?

A. Yes.

Q. Is there any Welsh grammar?

A. Yes.

Q. And that you would propose to be taught?

A. We have already provided bi-lingual elementary books.

Q. Do you see any practical use in keeping up the Welsh language?

A. I think "keeping up" is a term which should not apply to it. I have very often had that question put to me, and my only answer (I hope not a very uncivil one) has been, Let the Welsh language alone; it does not want much propping up; give it simply fair play to do the work Providence intended it should do; and when it dies let it die a natural death.

Q. Then that is all you propose to do; to leave the Welsh language alone to die a natural death?

A. Yes; it will be a long time before its funeral?

Q. (*Sir Francis Sandford.*) We were told yesterday by one of the witnesses that a teacher teaching English on the bi-lingual method would do it better. He would, we will say, produce a better result in a hundred hours than if he taught English alone; do you believe that?

A. I think that is particularly true with regard to the lowest standards in education. I always think that in distinctly Welsh places a great deal of valuable time is lost. If a child leaves his or her home, perhaps at five or six years old, where the only language spoken is Welsh, and goes into an infant's school to get instruction, the instruction is all a mystery, it is all new, it is not associated with any idea which the child can realize; hence the loss of valuable time. But the Welsh child has a wonderful memory; he picks up what he is taught with great ease, holds his place, and makes rapid advance. What I believe is this: that if the teacher had time and inclination to use the knowledge of Welsh that the child had in laying the foundation of his education, he would not only be imparting a very superior education to the present one, but would be expediting very materially the work of education generally.

Q. I want to know why teachers do not use that method, and the managers require them to do so, if it is the best method of teaching English?

A. A better feeling and a more correct judgment, I think, now seems to be growing up; but, unfortunately in the past, managers of schools discouraged as much as possible the use of Welsh, and a master or mistress who dabbled at all with Welsh, as a rule, would incur the displeasure of the managers.

Q. We had yesterday a description of an instrument that was passed from one child to another in the school if he spoke Welsh, and the last holder got punished; that was a Welsh invention, not imposed upon your schools by an English rule?

A. Yes, I am a living witness of it. I have seen it many times, and noticed how it inspired a feeling of horror in the child. He was taught to despise his own language.

Q. I understand that you do not want grants in the elementary schools directly for the teaching of Welsh?

A. No; at present what we simply ask is permission for the utilization of Welsh in the work of our schools, with the ultimate object of making our boys and girls far more proficient in English than they are.

Q. But you would like something similar to the grants that are given under the Scotch Code for teaching Gaelic—the object of all of which is to provide Gaelic-speaking teachers?

A. Yes.

Q. In the Scotch Code, except the grant for Gaelic as a specific subject, all the extra grants that are made to schools in the Highlands are with a view of enabling them to employ more teachers and Gaelic-speaking teachers?

A. Yes.

Q. That is what you would like?

A. Yes.

Q. Have you ever known in the transition period of education in Wales, such as we had in Scotland, any cases of schools in which instruction given in English only emptied the schools where instruction previously was given in Welsh; we have had that in Gaelic districts, and I want to know whether you have had a similar experience in Wales?

A. I have had no experience of Welsh elementary schools; I am not old enough to go back to that, because Madame Bevan had erected schools which had been converted into English schools before my recollection.

Q. I am old enough to remember it in Scotland myself.

A. There is one very interesting fact that bears upon this and has to do with English and Welsh schools. The great educator, whom we hold in reverence in Wales, is Griffith Jones, of Llanddowron. Previously to his time there had been established various schools throughout the Principality.

Q. (*Chairman.*) What date are you speaking of?

A. I am speaking of two hundred years ago. I am pointing to that, because it is a particular crisis in our educational history. Good men, impressed with the idea, no doubt, that Welsh stood in the way of elevation of the morality of the people, had established largely English schools: but those schools did not seem to touch the people at all; they had no effect upon them. This very observant man thought that he saw at once where the mistake was. He said, these are Welsh people, and if they are going to be raised and educated it must be through their own language. Hence, began that wonderful effort which covered nearly the whole of Wales by the effort of this one man, assisted eventually by a lady who was generally known as Madam Bevan. This good man rode from place to place, got as many men as he could possibly that could read and write, planted them here and there three or four months at a time, set up night schools to enable the adult population to attend, and thus sowed largely the seeds of education which were afterwards reaped by Charles of Bala.

MR. THOMAS MERCHANT WILLIAMS, EXAMINED.

THIRD REPORT, PAGES 26, 27, 28.

Junior teachers invariably used Welsh in explaining various subjects of instruction—Bilingual reading books in parallel columns should be used where Welsh is generally spoken—Provision for Gaelic in Scotch Code should be made applicable to Welsh—The two languages a great advantage—Nearly all the inspectors now speak Welsh.

Q. (*Mr. Richard.*) I think you are now a barrister-at-law?

A. I am.

Q. I believe you have been long connected with education, both in Wales and England?

A. Yes.

Q. You are connected with the Aberdare British school, I think?

A. Yes.

Q. How far did you find that the Welsh language was used there in trying to bring the children to a knowledge of English?

A. The head teacher never used the Welsh language, so far as I remember, in school; but the pupil teachers almost invariably used the Welsh language in explaining arithmetical processes, the rules of grammar, and the other parts of their instruction to the children.

Q. And you thought it was useful and valuable?

A. Undoubtedly.

Q. As an auxiliary in teaching?

A. Yes.

Q. Then you went from there to North Wales to a Welsh part of Anglesea?

A. Yes, to Amlwch.

Q. There you found the children even more Welsh than in Aberdare?

A. Very much more so; they all spoke Welsh out of school there, almost without exception.

Q. And was the Welsh language used there to any extent?

A. There I was head-teacher, and I was obliged to use it very largely indeed in the lower classes, and also to a certain extent in the upper classes of the schools, for the purpose of elucidating the ordinary matters which had to be put before them in the way of instruction.

Q. You had to use it specially for the upper standards?

A. Yes, the upper standards as well as the lower standards at Amlwch?

Q. Then you were master of the Bangor practising school for a while?

A. Yes, for three years.

Q. And there what did you find?

A. There although English is generally spoken in the city of Bangor, the practising school was largely fed by children coming from the most Welsh part of the town, from Hirael, near the beach; and in the lower classes therefore Welsh was very frequently used for educational purposes.

Q. And you found it necessary to use the Welsh language there?

A. Yes, even there.

Q. Now, will you give us your general views on this subject ?

A. In the first place, I should like the Welsh language to be recognised as a class subject ; in the next place, I should like bi-lingual reading books introduced into schools in Wales where Welsh is generally spoken. Then there is a reference here which I should like to make upon that particular point ; it is at page 30 in the Scotch Code : " A " pupil teacher employed in a school in one of the counties of Inverness, Argyll, Ross, " Sutherland, Caithness, and Orkney and Shetland, in giving bi-lingual instruction to " Gaelic-speaking children, shall, in addition to the other subjects of examination, be " liable to examination by the inspector in Gaelic reading, translation, and composition. " Such a pupil teacher may, at the examination for admission to training colleges, obtain " marks in a paper to be set in Gaelic (grammar, translation, and composition). " I should like that clause made applicable to Wales.

Q. (*Mr. Richard.*) You think that a systematic knowledge of the Welsh language would prove helpful to the acquisition of a systematic knowledge of the English language ?

A. Unquestionably. I think that in the hands of a skilful teacher a systematic training in Welsh would be very helpful to the acquisition of English. If I did not think so I should not support the bi-lingual society at all ; if one of the two languages is to be sacrificed the Welsh must certainly be that language ; and if I thought the teaching of Welsh would hinder the teaching of English, I should not at all support the objects of this society.

Q. The very reverse of that is the object for which the society is constituted, as I understand ?

A. Precisely so.

Q. (*Chairman.*) You mean to say, that it is a great advantage to have two languages in every school ?

A. Yes.

Q. Then you think, that there ought to be bi-lingual reading books ?

A. Yes, I do ; they would be very useful.

Q. You would arrange them in parallel columns, I suppose ?

A. Yes, that would be very helpful to the acquisition of English, I mean.

Q. Do you think that Welsh should be made an optional class subject ?

A. Yes, I want that particularly understood. I do not want English to be replaced by Welsh ; I want Welsh introduced as a class subject for the express purpose of enabling the teacher to teach the English language more perfectly than he does now.

Q. With regard to the first two quotations from the Scotch Code, they have nothing to do with the bi-lingual question, but with regard to the third which had an application to the Gaelic language, is there not a parallel provision in our Code for England and Wales, in these words : " In districts where Welsh is spoken, the intelligence of the " children examined in any elementary or class subject, may be tested by requiring them " to explain in Welsh the meaning of passages read ? "

A. That does not correspond to the paragraph which I read in the Scotch Code.

Q. I understand that you had a school in Wales ?

A. Many years ago.

Q. Was it acted upon then ?

A. Not in my time, because the inspectors in those days were not able to speak or write Welsh ; now, I believe, nearly all the inspectors speak Welsh ; and if they do not, their sub-inspectors, or the assistants, speak Welsh.

Q. And, therefore, they would test, what one might call the intelligence of the children in Welsh, to some extent ?

A. Yes, to some extent they would, no doubt.

Q. When you say that you would be in favor of Welsh being made a class subject, what would be the exercise in which children should be examined; could you tell us exactly what form the examination should take?

A. I am beginning to forget my Code; but I believe that now the class subject is, in the lower standards, the pointing out of nouns, verbs, and so on.

Q. Quite so; it is the grammar?

A. Yes: then I should suggest, that exercises in translation should be given, up to a certain standard, say standard five, where grammar might come in; exercises, I mean, in translation from Welsh into English. I maintain, that that would enable a Welsh child to acquire a knowledge of the English language much better and easier than he does now under the present system.

Q. Would you have questions in grammar, the way of forming the plural of nouns, for instance, and questions of that kind, such as are set in English grammar?

A. Yes.

Q. At present no Welsh grammar is taught in Welsh schools, is it?

A. No; it would be a great advantage if it were taught, because the children are very often puzzled by the various inflexions and anomalies in English grammar.

HENRY JONES, Esq., EXAMINED.

THIRD REPORT, PAGES 320, 321, 322, 324, 326, 327.

Welsh is more spoken now than formerly—The transition has been from Welsh to Welsh and English—Wales will never be made richer by neglecting its language, nor will English be known better—To strengthen the knowledge of Welsh does not arise from any desire to lessen the knowledge of English—Welsh should be used as an instrument of education for young children.

Q. (Chairman.) You are Professor of Philosophy and Political Economy in the University College of Bangor, are you not?

A. Yes.

Q. And you have come to give evidence on the bi-lingual difficulty?

A. That is one of the points on which I am asked to give evidence.

Q. Is Welsh spoken more at the present time than formerly?

A. I believe it is.

Q. But the number of people who speak Welsh only is not so great as at former times?

A. No; a far larger portion of the community is bi-lingual?

Q. Making use of both languages?

A. Making use of both languages: not, however, to the same extent or under the same circumstances.

Q. Would it be correct to say that the inhabitants of Wales are in a state of transition from the use of Welsh to the use of English, or the reverse; are more Welsh people acquiring the habit of speaking English, or are more people in the habit of acquiring Welsh?

A. The transition is very slowly from an exclusive knowledge of Welsh to an exclusive knowledge of English.

Q. Of course, in an area such as Wales any general statement is liable to be disputed; but, taking Wales generally, you would say that the Welsh speak Welsh habitually and English occasionally?

A. Yes, I should say that seven or eight-tenths of the population do that.

Q. That the language of their ordinary life is Welsh?

A. Yes.

Q. In the case of those who speak Welsh, I suppose they think in Welsh?

A. Yes.

Q. And those Welsh people who speak English would, in the majority of cases think in Welsh, and translate into English whilst speaking?

A. Yes, almost exclusively. It is only after years of working with English that one thinks in English, if the language of one's childhood has been Welsh?

Q. Does the adherence of the Welsh to the use of Welsh in religious services and in Sunday schools place any difficulties in the way of the further adoption of the English language?

A. No, I would not say that it places any further difficulties in the way of the further adoption of the English language; but I would say that the use of Welsh in religious services and in Sunday schools does a great deal, and has done, perhaps more than anything else towards keeping the Welsh language alive.

Q. It has enhanced the attachment of Welshmen to the Welsh language?

A. Yes. Indeed I cannot account for the rather strange fact that Wales, which is less than Ireland, and which has been for a longer period in more direct contact with England, has maintained its language almost entirely, whilst the Irish have to such an extent lost it, except by referring it to the religious and literary revival that took place about 120 years ago, speaking broadly. There is further tolerable evidence that before this religious and literary revival, Welsh was fast losing ground. Since that time it has hardly lost at all, except in the border counties.

Q. Do you think that the increasing use in Wales of English as an alternative language will end in the extinction of Welsh?

A. Unless a community can be permanently bi-lingual.

Q. Have there been no communities that have been bi-lingual?

A. I am not prepared to answer.

Q. Is not a large part of the modern Kingdom of Belgium bi-lingual.

A. I should not like to undergo an examination on general history now, but I know that there was at one time a schism in English life not very unlike the present one in Wales; I mean, of course, after the Norman Conquest and until the time of Chaucer, speaking broadly. The English people failed to be permanently bi-lingual.

Q. And you think that the existence of these conflicting elements in the language of the people imposes great difficulties in the way of efficient education?

A. Yes. I think there are two classes in the great majority of the Welsh schools whose interests are not identical. The very large majority of the children will remain in their native places, and their only literary and spoken language will be Welsh; but the more enterprising class will enter into the general current of English life; and for this latter class, at almost any sacrifice, English ought to be taught. But the question is whether one is right in sacrificing four-fifths of the average Welsh children for the sake of the remaining one-fifth, who are more enterprising and of greater promise.

Q. What function would you assign to the Welsh language in the field of education?

A. I would examine a Welsh child in English subjects with almost the same strictness as an English child is examined, and I would give him as much credit as he deserves, and the teacher also, for knowing another language, and would regulate the teaching accordingly.

Q. Would you make Welsh a class subject in elementary schools?

A. I am not quite sure whether that is the best way. I would certainly not be satisfied with it as a specific subject, for several reasons; but whether it would be better to make it a class subject, or to omit one of the English reading books in the lower standards and substitute a Welsh one; or both, I do not know.

Q. Of course it makes a great deal of difference in any regulation about education in a bi-lingual country whether you look to the extinction of the one language or of the other, or to retaining both?

A. I am quite certain that the practical question just now can only be solved on the supposition that both are permanent. I think that everybody who knows Wales would acknowledge that during the last 30 or 50 years, while English has gained ground immensely, Welsh has scarcely lost ground at all; and there is a greater attachment to Wales and Welsh things through the community as a whole now, for some reason or other, than has I think ever been known before since we fought the English.

Q. Have you any other observations to make as regards the bi-lingual difficulty?

A. The only thing which I should like to add is this: that the good of Wales is this dependent to a considerable extent upon meeting it, because no community I think was ever improved, except by developing the forces, intellectual and otherwise, that it possesses; and Wales will never be made richer by neglecting its language; nor do I think that English will be known better. For, on the border counties where they do lose their Welsh, or have done so and become English, there is degradation of intelligence because they do not really become English?

Q. They cease to be Welsh without becoming English?

A. Yes, their vocabulary becomes very limited.

Q. Do you not think that it is a very unsatisfactory state of things that people should be taught under such a system that they cannot write the language they are obliged to write so easily as they can write a language that they are not obliged to write?

A. I think it is a great wrong. I think that everything should be done to cultivate the knowledge of Welsh in Wales, consistent with the maintenance of English?

Q. (*Mr. Richard.*) You are pretty well acquainted with the principality of Wales, I think?

A. Yes, I have resided there nearly my whole life.

Q. And you are aware that there is a very strong attachment among the Welsh people to their own language, but that with that there is very generally an earnest desire to acquire the English language?

A. Yes.

Q. That is universal?

A. That is universal, I think.

Q. You are aware of the existence of an association that has been established for what is called the utilisation of the Welsh language in education?

A. Yes.

Q. That does not imply any prejudice against the English language, or any wish to lessen the opportunities of acquiring it?

A. No, I think not. I think that all really interested in the education of Wales would be loath to do anything to lessen the knowledge of English, while they desire to strengthen the knowledge of Welsh.

Q. And you agree with them, without going into minute details, so far as this; that it is necessary and desirable that in certain places the Welsh language should be used as an instrument of education for young children?

A. Certainly.

Q. You know from your experience, I have no doubt, that young children coming from Welsh families where they know only Welsh are at a great disadvantage when they come into a school where only English is used?

A. Yes, at a very serious disadvantage; so much so that I do not know how some elementary teachers manage to come up to the requirements of the Code. If, for instance, a little child spells the word "cow," he does not know what it means; every word he reads is new to him.

Q. You would consider, perhaps, that the stronghold of the Welsh language, and which will secure its existence for a good many years, at any rate, is the love which the Welsh have of the religious services in their own language?

A. Yes.

Q. You know many instances of persons within your own acquaintance who, though they understand English pretty well, prefer attending services where the Welsh language is used?

A. I do not know any educated Welshmen, so far as I can remember, who does not prefer the Welsh service; I suppose on account of the associations of childhood, or something of that kind.

Q. So that in your opinion it is a long way in advance before we can see the end of the Welsh language?

A. Well the end of it has been predicted, like the coming of the Millenium, many times during the last 30 or 50 years; but I have not seen anybody acquainted with Wales who would be able to say that Welsh is even less spoken now than it was then.

Q. So that it is necessary that provision should be made any system of education for Wales for this existing peculiarity of the bi-lingual difficulty?

A. Certainly, unless they would be prepared to waste a great deal of Welsh faculty. Moreover, there is one remark which I should like to make there namely, that the fate of the Welsh language will not be determined in the schools; that is to say, even suppose that in order to make Wales wholly English at the shortest possible time (which is a view of the welfare of Wales that can quite be taken) it would be well to abolish Welsh, it cannot be done by the schools; because the real forces that keep Welsh alive are social and religious.

Q. They are outside of the schools?

A. Yes.

Q. In this Welsh-speaking area, is it your opinion that the parents of the children attending the elementary schools desire above all other things that English should be thoroughly well taught?

A. I think that hardly any Welsh parents would be willing to see Welsh substituted for English; but that the majority, especially the more intelligent, would feel the importance of teaching Welsh as well.

MR. WILLIAM WILLIAMS, EXAMINED.

THIRD REPORT, PAGES 540, 542, 543.

A system of education should make provision for the bi-lingual condition of the Welsh people—Approves of teaching Welsh as a specific subject—The teaching of Welsh has improved the pupils' knowledge of English—Knowledge of English alone is very mechanical.

Q. (Mr. Richard.) I think you are Chief Inspector of Wales?

A. I am.

Q. Your division of chief inspector includes the whole of Wales and Monmouthshire with the exception of a part of Radnorshire?

A. It does.

Q. You are pretty well acquainted, therefore, with the whole of Wales?

A. I am.

Q. I will now ask you two or three questions with reference to the special condition of Wales arising out of the bi-lingual difficulty. The Welsh language, I suppose, is still very largely the language habitually in use in many parts of Wales, as the language of the home, of the market, of the Sunday school, and of the religious services of the people?

A. In most of the counties of Wales it is the language of the middle and lower classes almost entirely.

Q. Have you ever made any estimate of the proportion of the people in Wales who are still accustomed to use their own language?

A. Leaving out Monmouthshire, which is in my division, but not in Wales, I should say that two-thirds of the population speak Welsh habitually, and perhaps, rather a larger proportion than that of the children who attend elementary schools.

Q. Do you think that under these circumstances there should be some recognition of, or some provision for, this bi-lingual difficulty in Wales in any system of education prepared for it?

A. I do?

Q. Do many of the children in those parts of Wales where the Welsh language is the vernacular come to school with no knowledge of English, even colloquially?

A. The bulk of them do.

Q. And yet, through law and custom, English, of which they are ignorant, is the vehicle through which they have to learn everything?

A. Yes, and through which they have to be examined.

Q. This was carried at one time to such an extent, was it not, that children were punished for using the Welsh language in school hours?

A. They were, or even out of school hours.

Q. Do you think that under these circumstances the knowledge which they acquire of the English language is to a large extent a mechanical exercise of memory rather than of intelligence?

A. I am afraid that it is to a very considerable extent?

Q. There is no adequate provision, is there, made at present in the Code to meet this state of circumstances?

A. There is very little provision at all. The only reference to Welsh is in a footnote to Schedule 2 of the Code, in which it is said that the intelligence of the children may be tested by allowing them to explain in Welsh the meaning of the passages read.

Q. That is all the recognition made of the peculiar bi-lingual condition of Wales?

A. It is.

Q. There is in the Scotch Code much more recognition of the Gaelic than there is of Welsh in the English Code, though the prevalence of the Gaelic language is trifling in comparison with the prevalence of the Welsh language, is not that so?

A. It is so.

Q. What do you suggest as a remedy for this. We have laid before us a memorial from the Society for the Utilisation of the Welsh Language in Education some suggestions upon which I should like to ask your opinion. One of them is that they ask for the teaching of Welsh as a specific subject; do you approve of that?

A. I do; that, of course, is optional on the part of managers.

Q. Has not an experiment of this kind been lately tried in some part of Wales, Gelligaer and Merthyr, with quite satisfactory results?

A. Eight schools were examined in Welsh as a specific subject during the year of 1886 with very satisfactory results.

Q. Then another suggestion was the teaching of Welsh as a class subject: what do you think of that?

A. I should like to have the scheme propounded by the Society for the Utilisation of the Welsh Language, or some similar scheme, tried, at all events, as an experiment. I should also like to see the amount of English reading in the lower standards in schools reduced and the time so saved spent in training the children to understand and speak English; that is, in training them to translate the English into Welsh, and the Welsh into English, and in training them to speak, in which they are now very backward. And further, I should like to see Welsh introduced as an optional subject into the examination for admission to college as Latin, Greek, French, and German are at present. The Welsh are very much handicapped by having to be examined in a language which is not their vernacular; and as compensation in part for that, I think, it would be only fair that they should have an opportunity of being examined in Welsh.

Q. I did not gather whether you desired to introduce the teaching of Welsh as a definite new subject in the Welsh schools?

A. I believe that that is not the primary object anywhere, except perhaps where it is taken as a specific subject; I believe that in that case the teaching of Welsh would be the primary point. But it has been found that the teaching of Welsh as a specific subject has improved the scholars' knowledge of English.

Q. Do you think that under the existing arrangements the children get a thorough knowledge either of Welsh or of English?

A. They get no knowledge at all of Welsh so far as the school is concerned, and the knowledge of English that they get is very mechanical, that is to say, in many schools.

MR. JAMES MCKENZIE, EXAMINED.

THIRD REPORT, PAGES 584, 588.

The people are against the teaching of Welsh—They say it would be going backward—Welsh is of no use—Business not transacted in Welsh.

Q. (Chairman.) Will you tell us what your present sphere of work is?

A. I am now attached to the Education Office, and I go out upon emergencies?

Q. Your experience is varied?

A. Very varied indeed.

Q. Has your experience led you into Wales?

A. Yes. I have just touched the border of Wales. I came up yesterday from a very Welsh part of the Rhondda Valley, and I found that the opinion of all the best people is against the teaching of Welsh in the schools.

Q. Whom do you describe as the best people?

A. I have spoken to clergymen, teachers, school board officials, to people engaged in trade, and to persons of the class whose children attend the schools. I make it a point to talk on the subject with almost everyone I meet.

Q. Have you spoken on the subject with any Nonconformist Minister?

A. Not with many, because one does not meet them; but I have come across some men who speak very Welsh themselves, and they say, For goodness sake, do not put Welsh in the schools. That is the usual burden of their story. I have come across very few indeed who take the other view.

Q. What reasons do they assign for that opinion?

A. They say that it would be going backward, that Welsh is of no use to them in the schools, business is not transacted in Welsh, that Wales will be all the better when Welsh is an extinct language. I was at a school the other day in a very retired part of the country, and I made the remark that the children spoke very good English: the clerk of the board said, "Yes, and they do not understand Welsh." Then he began to talk to them in Welsh, and they looked blank at him; presently the teacher turned round and said, "Please, sir, they do not understand you," and they did not. I have just come from a school, it was a little school, where they took up the three R's, singing, needlework, and English; they did remarkably well, and I recommended that they should be marked "excellent." The work was as good as one would wish to see anywhere, and yet it was in this very Welsh neighborhood. There appeared to be no bi-lingual difficulty. The fact is that certain people are making too big a question of it.

The Royal Commission, composed of the following persons, made their "Final Report on the Welsh Language and Bi-lingual Difficulty" as follows: (Final Report, page 144.)

The Right Hon. Sir Richard Assheton Cross, G. C. B., M. P., Chairman,
 Cardinal Manning,
 The Earl of Harrowby,
 The Earl Beauchamp,
 The Bishop of London,
 Lord Norton, K. O. M. G.,
 Sir Francis R. Sandford, K. C. B.,
 Sir John Lubbock Bart, M. P.,
 Sir Bernhard Samuelson Bart, M. P.,
 Rev. Dr. Rigg,
 Dr. Dale,
 Canon Gregory,
 Canon B. F. Smith,
 C. H. Alderson, Esquire,
 J. G. Talbot, Esq., M. P.,
 Sydney Buxton, Esq.,
 T. E. Heller, Esq., M. L. S. B.,
 B. C. Molloy, Esq., M. P.,
 Samuel Rathbone, Esq.,
 Henry Richard, Esq., M. P.,
 George Shipton, Esq.,
 H. Cowie, Esq., Q. C., Secretary,

We have dealt with the question of Welsh schools and the bi-lingual difficulty. Many of these schools labor under this difficulty, which arises from the fact that although the native language of the children is Welsh, they are practically treated by the Code as if they always spoke English. It has been stated in evidence that fully two-thirds of the people in Wales habitually speak Welsh, and although a considerable proportion of the adults also speak English with ease, the bulk of the children, we are told, come to school wholly ignorant of that language, and yet English is the vehicle through which they have to learn everything, and in which they will have to be examined. The knowledge also of English which they acquire while at school is

to be so meagre and superficial that, according to the evidence, in Welsh-speaking districts, English is lost in a great measure soon after the child leaves school. The only provision in the Code which at all attempts to meet the difficulty, is one in which it is laid down that the intelligence of the children in the ordinary reading examination may be tested by Her Majesty's Inspector allowing them to explain the meaning of passages read. There has been no desire expressed before us that the use of the English language in the schools should be at all diminished. But it is felt that to enable these schools to overcome the special difficulties with which they have to contend, they should be allowed, at the discretion of the managers, to teach the reading and writing of the vernacular concurrently with that of English. As the Welsh language is almost purely phonetic in character, and does not present the difficulties which are experienced in mastering English, the permission to use bi-lingual reading books would meet the objection of the teachers, who complain that the amount of reading matter to be got up in Welsh schools is too great. But it is felt that they should be allowed to take up Welsh as a specific subject recognised in the Code; to adopt an optional scheme for English, as a class subject suitable to the special needs of Welsh districts, such scheme being founded on the principle of substituting a graduated system of translation from Welsh to English for the present requirements in English grammar; to teach Welsh along with English as a class subject; and to include Welsh among the languages in which candidates for Queen's scholarships and for certificates of merit may be examined. All these points are advanced in the answers we have received to Circular D. from the head teachers in the counties of Glamorgan and Merioneth. Since concessions somewhat similar to those now demanded in Wales have already been granted in the Scotch Code to the Gaelic-speaking population of Scotland, there appears good reason why they should be conceded in the English Code for the relief of our Welsh-speaking population.

W. WILLIAMS, ESQ., ONE OF HER MAJESTY'S CHIEF INSPECTORS, ON THE SCHOOLS IN THE WELSH DIVISION, SAYS:—

FROM GENERAL REPORT FOR THE YEAR 1888-89, PAGE 366, 367.

The teaching of Welsh as a specific subject is spreading though only very slowly. Welsh has been taught for about three years in the Merthyr district, and is now taught in 15 schools in it. Nine schools in the Denbigh, and a few schools in the Pembroke and Aberstwyth districts, have taken it up lately. Various reasons may be assigned for the slowness of the progress made. It is said that the subject would be taken up by the teachers if it were popular with the parents and managers. But it is to be borne in mind that the movement is a new one, that the bulk of the parents have probably never heard of it, or if they have, that they do not understand its real object, and fancy that it is to teach Welsh to the exclusion of English, or at all events that its introduction would retard the acquisition of English. Moreover, the very same reasons which prevent so many schools from taking any other specific subject operate equally against their taking Welsh as a specific subject.

But the object of the movement is not, however, confined to teaching Welsh as a specific subject; its chief aim, as I take it, is to utilise the child's knowledge of the language from the commencement of his school career for developing his intelligence, and for acquiring a knowledge of English more effectually than is the case at present.

The scholars in many of the schools in the purely Welsh-speaking districts pass in what is called English in the Code quite as creditably, and often more creditably, than those in districts in which nothing but English is spoken; and yet it must be admitted that their real command of the English language for the purpose of conversation or composition is generally meagre and imperfect. And if this be all that is accomplished by the present system, surely a movement which aims at improving what now cannot be considered satisfactory ought to have a fair trial, and be pushed forward by enlightened educationalists without waiting for a demand from the parents, most of whom naturally believe that the present system must be the best that can be devised.

MR. BANCROFT.

Mr. Bancroft, Inspector for the Pembroke District, says: "The utilisation of Welsh in teaching English is very desirable, and no intelligent Welsh teacher would fail to do so.

Education Code.

The New Education Code as published in Supplement to "The School Master," March 30th, 1889, makes the following concessions to the teaching of Welsh:

"An exercise in dictation may at the discretion of the Inspector be substituted for composition in Standards V., VI., VII. In Welsh districts, translation into English of an easy piece of Welsh written on the blackboard or of a story read twice may be substituted."

In districts where Welsh is spoken bi-lingual books may be used for the purpose of instructing the scholars. (Code withdrawn by government to reconsider the question of general payment by results.)

Report of Council for Utilizing Welsh for Elementary Schools.

The Council of the Society for Utilizing the Welsh Language feels that there is now no apology needed for the movement set on foot by the Society to secure the official recognition and the rational utilization of the Welsh Language in the course of Elementary Education in Wales.

The results of the examinations in this subject already held by Her Majesty's Inspectors in a considerable number of Elementary Schools in various parts of the Principality, afford a complete justification of the action taken by the Society.

The fears entertained by practical educationists at the outset of the movement may be summarized thus:—

1. That the introduction of Welsh would add materially to the labor of teachers.
2. That in schools containing an English element the scheme would prove to be unworkable.
3. That the teaching of Welsh would involve a less degree of proficiency in other subjects, and especially in English.

The experiments actually made in a number of Schools have, however, tended to show that all these fears were groundless. Notwithstanding that the teachers had no text-books to assist them, and that the labor of teaching was consequently greater in their case than it need be in future, neither teachers nor parents complain of any material addition to the year's work. In more than one school it appears that the children of English-speaking parents have passed a highly creditable examination in Welsh—one such child, indeed, standing third in the list of total marks earned. As to the effect upon other subjects, it is sufficient to point out that where Welsh has been taken up the uniform success of all classes has been greater than at any previous time; that the children have improved in English; and that in one case the grant for English was doubled, on account of the increased proficiency, exhibited in that subject. Further particulars will be found in the annexed reports.

These facts speak for themselves and go to show that by teaching Welsh—(1) An additional grant of four shillings per pass can be earned. (2) That other subjects taught do not suffer. (3) The English of Welsh children is improved, while English children gain an additional language. (4) The improvement in the general efficiency of the school results in higher grants for other subjects. (5) Welsh parents and children are brought to take a more lively and intelligent interest in school work.

The Council feels confident that as these facts become generally known, managers and teachers will, in the best interests of their schools, take up this subject very actively.

The foregoing remarks refer exclusively to the introduction of Welsh as a subject of instruction in itself, which is only one branch of the Society's proposals. The success which has attended this attempt which leads the Council to hope that results even more gratifying will follow the adoption of the Society's scheme in full.

One of the most welcome results is that Welsh educationists throughout the country are becoming more and more favorably impressed with the soundness of the principles advocated by the Society. Some who had held aloof from, if not actually opposed the movement when first started, have, after a careful study of its tendency, given their hearty adhesion and earnest support to it.

Important Modifications sanctioned by the Education Department.

The New Code for 1889, when first issued, created some disappointment in Welsh circles owing to the small amount of concessions which it appeared at first sight to make to the special needs of Welsh schools, and to the unanimous recommendations of the late Royal Commission on this subject, backed as they had been by the active private support of the leading Welsh members on both sides of the House of Commons and by several of the Welsh peers. We are glad to say, however, that the fears on this score of those interested in Welsh education have been set at rest by a letter from Sir William Hart-Dyke, the Vice-President of the Committee of Council on Education, to Sir John Puleston, M.P., who has taken a warm interest in the matter from the outset, and has been in close communication with the Education Department on behalf of the Welsh Utilization Society.

This important letter may be taken as an official interpretation of the New Code, the provisions of which, read in the light of the Vice-President's explanation, will be found to concede, to all intents and purposes, the whole programme which was put forward in April, 1886, by the Welsh Utilization Society in their Memorial to the Royal Commission, and since then generally excepted by Welsh educationists.

[Letter from Sir William Hart-Dyke, Vice-President of the Committee of Council on Education.]

(Copy.)

"MY DEAR PULESTON,—First as to Welsh recognised as a specific subject. It has been so recognised for the last two years, and has been mentioned in the annual report submitted to Parliament. The forthcoming report of H. M. Inspector, Mr. Williams, in the Welsh district, will be published, as it was two years ago, in a separate form, so as to be generally accessible to the Welsh people, and, besides the statistical matter relating to Wales, will contain the figures for the last two years showing the number of departments and scholars who have taken Welsh as a specific subject. It is not included in Schedule III., because it is thought better to leave the scheme of instruction, as far as possible to the initiative of the locality. . . . The words "at the discretion of the inspector" (note to Schedule I.) refer to the substitution of dictation for composition in the upper standards generally; and the Inspectors will certainly be instructed to give every encouragement to the translation of Welsh into English, or the rendering in English a story read in Welsh.

"We must not encourage the Welsh language at the expense of English, but rather as a vehicle for the sounder and more rapid acquisition of English, and with that object the use of bi-lingual reading books, sanctioned in footnote to page 23, will enable Welsh and English to be acquired *pari-passu* in all the standards. It is clearly for the managers to decide upon the expediency of using these books; the concession being granted in the most unqualified terms, and being, indeed, the obvious antecedent of the new regulation as to composition in the upper standards.

"The first footnote to Schedule II. empowers managers to submit, and the Inspector to approve, any progressive schemes of lessons in the subjects named. This will clearly enable the map of Wales to be used in illustration of the terms taught in Standard II., and the Physical and Political Geography of Wales to be substituted for that of England in Standard III. under suitable conditions. It will also enable English as a class subject to be so handled as to adjust it to the special difficulties and needs of the Welsh schools.

"I venture on the whole to plead that all legitimate demands of those who are interested in Welsh education have been very fairly and completely met.

I remain, very truly yours,

(Signed) "W. HART-DYKE."

The portions of the Code to which the foregoing letter refers are these :—

SCHEDULE I.—Elementary Subjects.

N. B.—"In Welsh districts translation into English of an easy piece of Welsh written on the black-board, or of a story read twice may be substituted (for English composition)."

SCHEDULE II.—Class Subjects.

Footnote 1.—If the Managers desire, they may submit to the Inspector at his annual visit, and the Inspector may approve for the ensuing year, some progressive schemes of lessons in these subjects, providing for not less than three groups.

Footnote 2.—In districts where Welsh is spoken, the intelligence of the children examined in any elementary or class subject may be tested by requiring them to explain in Welsh meaning of passages read, and bi-lingual books may be used for the purpose of instructing the scholars.

Summary of the Powers granted by the New Code.

A careful reading of the code in the light of the official interpretation afforded in Sir William Hart-Dyke's letter shows that the effects of apparently minor modifications are far-reaching, and of the highest importance as regards Welsh schools. In effect they will open the door to a thorough change in the whole system of Welsh elementary education. Summarised briefly they amount to this :—

1. Welsh grammar may be taught as a specific subject in Standards V., VI., VII., and a grant of 4s. will be paid on account of each child who passes this examination.
2. A rational system of teaching English as a class subject by means of a graduated system of translations, and an appeal at each step to the intelligence of the children, may be substituted for the present requirements in English grammar in all the standards, and a grant of two shillings per child or the average of the whole school will be paid if the results of the examination be satisfactory.
3. In all standards and in all subjects taught in the school, bi-lingual reading books may be used and bi-lingual copy books may be used in teaching writing.
4. The geography of Wales may be taught up to Standard III., and the history of Wales may be taught throughout the whole school, by means of books partly Welsh partly English, and a grant of two shillings per head on the average of the whole school may be earned for each of these subjects if the results of the examination are satisfactory.
5. Schools taking up the new method of teaching English as a class subject may also claim the right to substitute translation from Welsh to English for English composition in the elementary subjects, and thus reap a double benefit.

RESULTS OF THE FIRST EXPERIMENTS.

Extracts from Her Majesty's Inspector's Reports.

"Great care has been bestowed on Welsh as a specific subject, yet the uniform success of all classes has never been greater." 19 passed at this school.

"Welsh has been taken as a specific subject with advantage to English Grammar, the classes that have been learning Welsh being most decidedly successful in English." 13 (girls) passed at this school.

"An improvement in English Grammar in the fifth and sixth standards accompanies a most encouraging success in Welsh as a specific subject; the higher rate may now be recommended for English." 14 passed at this school.

"The English Grammar of Standards V., VI., VII., has been improved by the teaching of Welsh as a specific subject, and for this reason it might be advantageous to take Welsh as a specific subject when it would be unadvisable to take any other special subject. One strong reason for teaching Welsh is that the demand for bi-lingual officials is increasing in all parts of Wales, and especially in the populous mining districts of East Glamorganshire, in which there has been of late years an immense increase of population (mainly Welsh), and to which districts several additional Members of Parliament, taken from the Anglicized Pembroke, Brecon, and Radnor Boroughs, have been assigned."—*From the Welsh Education Blue Book, 1886-7.*

Attention is especially directed to the fact that where Welsh has been taught, the children have improved in English. In one case the grant for English was doubled on account of the increased proficiency in that subject which followed the teaching of Welsh as a Specific Subject.

Thus it will be seen that in addition to the special grant of four shillings per child earned for each pass, the effect of the introduction of Welsh into the schools is an improved general efficiency, resulting in a considerable money gain to the school.

BERIAH GWYNNE EVANS,

Secretary of the Society for Utilizing the Welsh Language.

From "The South Wales Weekly News" of May 18th, 1889.

SIR,—A letter on the above subject by Mr. John Rowland, of Waunarlwydd, has rather surprised me, as I should have expected him to be one of the warmest advocates of the scheme for the use of Welsh in our schools. I would have thought the district of Waunarlwydd would be a very favorable place to introduce the scheme, and have no doubt that the master, a successful one, would get still more successful by adopting the new advantages now possible by the introduction of Welsh as proposed throughout the school. This has been felt very much in many Welsh schools, where Welsh is the home language. Recently I entered a large school under one of the largest boards in Glamorganshire, and I found that there the teachers of the infants obliged to teach by means of Welsh, and the master of the boys' school also told me that he is obliged to teach English grammar by utilizing Welsh. Otherwise he could not make them understand the meaning of the English. He attributed the success of his school in English to his adoption of this course. Several schoolmasters and mistresses in this parish have passed some of the scholars for the past three years in specific in Welsh, I desired them to write me their views after the experience they had. One master writes:—

Fifteen boys were examined in Welsh in my school at Pontlottyn last November; 13 passed successfully. This was the result of very regular teaching of two hours weekly throughout the year. I have no doubt, personally, but that the teaching of Welsh in our day schools increases the intelligence of the scholars, especially in English grammar and composition. The beneficial effect arising from expressing ideas in two different languages has never been so evident to me as in teaching Welsh to my scholars. This intellectual

exercise can in Wales be obtained with least labor by teaching Welsh. English grammar was really taught through Welsh. If, however, Welsh be taught in school only as a specific subject, the benefits arising therefrom are not so great as they would be if Welsh be taken throughout the school as a class subject. In the lower standard, thus, the knowledge would be such that the children in the upper standards could cover much more ground, and that easier and in much less time, than it now takes to cover the course as a specific subject. Besides, its benefits are needed more, in fact, in the lower standards than even in the upper standards. I am now thoroughly convinced that the teaching of Welsh throughout the school will materially assist the teaching of English, as well as increase the intelligence of the children. There were several English boys in my Welsh class, and I was rather surprised to find that they took great pleasure, and were unusually successful in mastering their work. I have no doubt that in Wales scholars in day schools can get improved intellectual culture by the teaching of Welsh, and that with less labor to teacher and more pleasure and advantage so themselves, than by the introduction of any other foreign language into our schools.

I have quoted rather fully from the valuable report of the late master of this school, as he is an undoubted authority on the subject.—I am, &c.,

Pontlottyn.

AARON DAVIES,

The University of London Examinations.

University of London, October 25th, 1889.

DEAR SIR,—I beg to enclose you the Celtic syllabus for Branch IV. of the M. A. Examination, which the Senate has sanctioned after consideration of the letters on the subject kindly furnished by Professor Rhys and the Celtic scholar whom he was good enough to consult. May I request you to make the syllabus as widely known as possible among your students and among others likely to be interested in the subject of Celtic studies?

I am sir,

Yours faithfully,

F. V. DICKENS,

Assistant Registrar.

To the Principal of University College, Cardiff.

Syllabus M. A. Branch IV. Celtic Languages and Literature.

A. Irish Language and Old and Middle Irish Literature to close of 16th Century. The Relations of Irish (1) to Welsh, (2) to Gaelic and Maux, (3) to other Aryan languages.

Instead of Old and Middle Irish Literature candidates may take up Modern Irish Literature, together with the Literature of the Gaelic and Maux dialects.

B. Welsh Language and Old and Middle Welsh Literature to close of 16th Century. The Relations of Welsh (1) to Irish, (2) to Cornish and Breton, (3) to other Aryan languages.

Instead of Old and Middle Welsh Literature candidates may take up Modern Welsh Literature, together with the Literature of the Cornish and Breton dialects.

Either A or B may be taken as one of the two subjects under Branch IV. A and B cannot be taken together as two of those subjects. The syllabus will come into operation in 1890.

TEACHING OF GAELIC IN SCOTLAND.

From First and Second Reports of the Committee appointed to inquire into certain questions relating to Education in Scotland, 1888, page 10.

Statement by the Education Committee of the Free Church of Scotland anent the teaching of Gaelic in the Schools of the Gaelic-speaking districts of the Highlands and Islands.

The Education Committee embrace this opportunity of again urging the necessity of some adequate arrangement being made, in connection with the training colleges, for providing teachers capable of giving "bi-lingual instruction" in those parts of the Highlands and islands in which Gaelic is still the spoken language of the people. Under a national system of education the people who have the misfortune to be unable to understand English, are entitled to be supplied with teachers who can speak to their children in their mother-tongue. The Committee would specially direct the attention of the Departmental Committee to the fact that, owing to the present state of education in various districts of the Highlands, facilities for preparing young persons to pass the examination necessary for admission to a training college, are somewhat limited, and it is only what might be reasonably expected that, in these circumstances, very few young persons from these districts present themselves for examination in order to this admission.

The Committee do not feel called upon to say what would be the best arrangement that could be made for providing Gaelic-speaking teachers, but they venture respectfully to submit, for the consideration of the Departmental Committee the following proposals:

First. That a certain number of places should be reserved in the training colleges both of the Free Church, and of the Established Church, for Gaelic-speaking male and female students.

Second. That a certain number of marks should be assigned to each candidate for admission who is certified to possess an acquaintance with Gaelic, so as to be able to speak and read it.

Third. That these marks for Gaelic should be set over against deficiencies in the subjects of the admission examination.

Fourth. That any student so admitted as a Queen's scholar into a training college, should he or she pass successfully the exit examination, should come under obligation to spend the two years in teaching which are necessary for obtaining his or her parchment, in a school in the Highlands, in which the teaching of Gaelic is essentially required.

The Committee are fully convinced that some such change as this is necessary if a class of teachers is to be raised up who will meet the clamant wants of thousands of our Highland children, whose only language is the Gaelic, and who are now being taught in a language which they are unable to speak, much less to read, with any measure of intelligence.

Edinburgh, 22nd February, 1887.

Extract from Report of The Committee of Council on Education in Scotland, with Appendix, 1888, page xxviii.

The Code now recognises Gaelic as one of these specific subjects; but advantage has been taken of this opportunity only to a very limited extent. We consider it a paramount duty to secure for all children in these districts a familiar knowledge of English; but we would be glad to do anything which can be held to facilitate this by using the Gaelic language as a subsidiary means of instruction, and especially by encouraging a supply of teachers, fully qualified in other respects, who can give such instruction. The Code for this year recognises Gaelic as one of the subjects for the entrance examination in training colleges, and we should be glad if this increases to any considerable extent the number of Gaelic-speaking students in these colleges.

Extracts from the Scotch Code, 1888, Article 19.

The managers of a school which has met not less than 400 times in the morning and afternoon may claim for every scholar above four years of age present on the day of examination, who has attended not less than 250 morning or afternoon meetings of the school, the following sums per scholar according to average attendance (1) four shillings under ordinary circumstances; but in the counties of Inverness, Argyll, Ross, Sutherland, Caithness and the Orkney and Shetland islands if the children under Standard III. are partly taught by a Gaelic-speaking pupil teacher whose services are not required under Article 32c. in respect of the average attendance of the school, the grant on account of each scholar may be increased by one shilling.

2. In districts where Gaelic is spoken, the intelligence of the children examined under any paragraph of this Article (19) may be tested by requiring them to explain in Gaelic the meaning of the passages read or recited.

"Gaelic may be taught during the ordinary school hours either by the certificated teacher, or by any person specially employed for the purpose."

They may also claim the sum of 40s. (or 60s.) in respect of each pupil teacher required by Article 32c. or in any of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, although not so required, employed in any bi-lingual instruction to Gaelic-speaking children who satisfies fairly or well the conditions of Article 70e. (that is satisfy the Inspector as to his attainments as a pupil teacher).

A pupil teacher employed in a school in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, in giving bi-lingual instruction to Gaelic-speaking children, shall, in addition to the other subjects of examination be liable to examination by the Inspector in Gaelic reading, translation, and composition. Such a pupil-teacher may, at the examination for admission to training colleges, obtain marks in a paper to be set in Gaelic (grammar, translation, and composition).

In any of the above mentioned counties Gaelic may be taken as a specific subject provided it be taught upon a graduated scheme to be approved by Her Majesty's Inspector. (Note to Fourth Schedule of Code).

Extract from Dr. Kerr's General Report for 1887.

PAGES 249, 250, 251.

"The question of the teaching of Gaelic in schools is one to which I have given some attention, though it is only in certain parts of Argyll that it assumes practical importance. From a purely educational point of view it seems a simple one. In localities where, speaking generally, Gaelic is the only language, it is plain that, though the children may learn to read their English books with fair fluency, and even obtain some idea of their meaning, they neither, as a rule, read with such ease nor understand with such fulness as to make it a pleasure or an advantage to them to read after they leave school. Indeed it is scarcely doubtful that in the great majority of cases any facility that may have been acquired is soon wholly lost. The reading of all books, including the Bible, is thus cut off from them, and in this particular their school education has been practically fruitless. In such localities it seems not only natural and reasonable, but also most important that the children should be taught to read the only language which they understand.

"This teaching need not, and I believe would not, diminish the amount of English teaching at present given any more than it would delay the steady and inevitable spread of English throughout the Highlands. In fact some intelligent practical teachers and others who take an interest in this matter base their advocacy of a measure of Gaelic teaching largely, and I think most rationally, on the help it would afford to the better acquirement of English. Reading the one language would not hinder the reading of the

other, and translation from the one to the other from an early stage would be of distinct educational value. A suggestion made to me by one who is at once an experienced teacher and a competent Gaelic scholar, that in Gaelic-speaking districts schools should be allowed to have the second reading book required by the Code in that language is worthy of attention. I am led to understand that difficulties as to reading books would not be specially formidable.

"Leaving this point, however, and taking matters as they at present stand, I can testify that some teachers make excellent use of the Gaelic vernacular in their school work. The labor is very considerable, but it is fruitful in result. On the other hand a work of caution is needed by some who use Gaelic to save themselves trouble for the time, but who fail to give it any living contact with the English books which their children are reading. In this, as in other things, knowledge must be accompanied by skill and painstaking, and it is in these two qualifications that I find the explanation of the remarkable fact, sometimes denied on theoretical grounds, but nevertheless an unsailable fact, that a teacher without knowledge of Gaelic, and with scholars who know very little else to begin with, has sometimes been more successful than others in the same neighborhood who possessed the undoubted and most desirable advantage of speaking both languages.

Extract from a Letter from a Member of Committee of Gaelic School Society.

"In the Highlands and islands of Scotland there are many children who are 'bi-lingual,' being able to speak both Gaelic and English; there are others who can speak English only; and there is a large number who can speak and understand neither English or any other language than Gaelic. It is for this third section of the Highland children, and for them alone, that I and my friends desire Gaelic teaching.

"There is a good deal of confusion abroad as to the nature of Gaelic teaching we desire for those children. I would like therefore to state distinctly that all the Gaelic teaching we think *necessary* is simply what will enable them to *read* an ordinary Gaelic book with ease. If I might make a distinction between scholars and readers, I would say that all we desire is that they should be good Gaelic *readers*. We do not think it necessary, and we have no desire, to make them Gaelic *scholars*. If others wish them to learn Gaelic grammar and spelling and composition, and whatever else may be involved in making Gaelic a specific subject under the Code we have never asked for that. Ability to read the vernacular we regard as a necessity.

"If you could secure that all the children who enter school understanding Gaelic only would be able to read and speak English intelligently before they pass school age, even this amount of Gaelic teaching might be dispensed with. But it is notorious that every year a large number of the Gaelic-speaking youth leave school without knowing English sufficiently to understand an ordinary English book which they may be able to read with perfect fluency. Yet no provision is made for their being taught to read the one language they do understand. One consequence of this is that under the national system of education, as it is at present administered, they are practically shut out from the Bible as much as if they were forbidden to read it. Is this wise? Is it right?

"Further, if the children were taught to translate into English the Gaelic words and sentences they are learning to read, I am persuaded that Gaelic teaching would in this way be very conducive to their general education.

I have no doubt that the Gaelic teaching we desire would help to make the schools far more attractive to the children. No school can have much attraction for a child so long as he never hears a word in it of his mother's tongue. Enliven the schools by teaching the little ones to read and sing the only language they yet understand, and you may thus help to draw some of those whom it may not be easy for the compulsory officer to drive. At the same time and by all means give Gaelic-speaking children all the English they can take in, and the more English you can give them the more will my friends and myself rejoice."

"By way of experiment four public schools have been selected in the island of Lewis, and the other four in the island of Skye, and to the teachers of those schools an offer has been made of 2s. 6d. for every pupil they can present next winter able to pass in reading *easy* Gaelic sentences; and of other 2s. 6d. for every one of the same children who may be presented the following winter, able to pass in reading *difficult* Gaelic sentences.

Examination Paper Training College Admission, July, 1889 (Scotland).

Gaelic.

1. Translate into English:

(a) Bha'n ionnsuidh a thug na Gàidheil, agus a' choinneamh a fhuair iad, mar bu dùth do dhaoine a bha 'stri air son geall cho ard. Dh'fhosgail an t-arm-dearg a cheann gu ceann le lamhaich bhàs-mhoir air an Gàidheil mar a bha iad a' teachd air an adhart. Bha na gunnachau mòr air an tarruing a mach air dhoigh's gu-m faodadh iad Muinntir Théarlaich a smaladh 'n an ceudaibh leis gach griosaich oillteil a thanaig uatha; agus an àit' aon pheileir mòr a bhi anns gach aon diubh, 's ann a bha iad de làn de pheileirean beaga a thainig mar fhrois clacha-meallain air na Gàidheil. Bha buidheann de'n arm-dhearg air an tarruing suas air leth a chùch a fhuair cuimse chinnteach a ghabhail air na Gàidheil mar a bha iad a' dol seachad orra, ach a dh'aindeoin so uile, ghabh iad air an adhardt, gun umhail, gun sgàth. Na bah comasach do mhisnich agus do ghaisge, do fhearalachd, agus do threubhantais air nach d'thugabh riann barr a dheanamh, rinneadh air an là so.

Or,

(b) Chula mi mòran d'an leithidibh sin: is luchd-conhfhurtachd truagh sibh uile. Am bi croich airbraithraibh gaoithe? no ciod a tha toirt an dàna-dais duit gu bheil thu a' freagairt? Dh'fheudainnse mar an ceudna labhairt cosmhuil ribhs: nam biodh bhur n'anam an àit m'anama-sa, dh'fheudainn briathra chuir cuideachd 'nur n'aghaidh, agus mo chearn a chrathadh ribh: ach neartaichinn sibh le m'bheul, agus laghdaicheadh gluasad mo bhlcan bhur dhoilgheas. Ged labhair mise cha lughdaichear mo dhoilgheas: agus ma bhois mi a' m' thosd, ciod am fustgladh a gheibh mi? Ach a nis sgithich e mi: sgap thu mo chuideachd uile. Agus rinn thu mi làn phreasag-eudain: mar ianuis tha sin: agus dh'eirich mo chaoile a' m' aghaidh; ri m'eudan freagairidh i. Reub a chorruich mi, agus tha fuath aige dhomh; chas e 'fhiacлах rium; tha mo namhaid a' geurachadh a shul orm.

2. Analyse (by clauses not words) the following passage:

Ann an dubhlachd gharbh a' gheamhradh
Cha b'e àm 'bu ghainn' ar spors;
Greis air sugradh, greis air dannsa,
Greis air caintirreachd 'us ceol;
Bhiodh gach seanair aosmhor, liath,
'Ginnse sgialachdangu gho
Air gach gais-geach fearail, greannmhor
Bha's a' ghleann 'n uair 'bha iad og.

3. Give the genitive singular of Bard, Oluas, Tra, Cu, Siol, Fion, Cailleach; and the nominative plural of Oglach, Rioghachd, Lón, Clarsach, Lasair, Duine.

4. Translate into Gaelic:—

The light of the moon. Satisfied with food. Better than gold. Subdued by the sword.

But the feeling of loneliness when I saw no room for my darling, and felt I was indeed alone and a widow, overcame me very sadly.

THE TEACHING OF IRISH.

OPTIONAL SUBJECTS IN PROGRAMME OF EXAMINATION OF CANDIDATES FOR ADMISSION TO THE OFFICE OF INSPECTOR OF NATIONAL SCHOOLS.

Latin and Greek	MARKS.
German	600
Italian	500
Irish	500

(SEE PAGE 48 APPENDIX TO REPORT OF COMMISSIONERS OF NATIONAL EDUCATION IN
IRELAND FOR THE YEAR 1887).

Irish one of the Subjects for Examination for First-Class Teachers.

(PAGE 53 OF ABOVE REPORT).

Programme for Certificate of Competency to Teach Irish.

(PAGE 54 OF ABOVE REPORT).

IV. IRISH :—

1. Joyce's Grammar.
2. To translate into Irish a short passage selected from the Third or Fourth National School Reading Book.
3. (a). The First, Second, and Third Irish Books (Society for the Preservation of the Irish Language). (b.) "Tóruidheacht Dhiarmuda agus Ghráinne," Part I. (Society for the Preservation of the Irish Language). (c.) Keating's "Foras Feasa ar Éirinn," Book I, Part I. (Gaelic Union).

*Under the heading : "Extra Subjects for which Results Payments may be Claimed in
National Schools."*

(PAGE 68 OF ABOVE REPORT).

It is provided :—

- (c). That Classics, French, Irish, Trigonometry, Navigation, Mechanics, or any of the Physical Sciences (except Physical Geography) be not taught (with a view to claim result fees) to children under ten years of age.
- (d). That an extra school fee of two shillings per quarter shall be paid to his teacher by each pupil for instruction in each extra branch specified under (c) except Irish.

Results Fees.

(PAGE 72 OF ABOVE REPORT).

For every pupil fulfilling the foregoing conditions who passes a satisfactory examination in the course prescribed for his year on the following programme result fees will be awarded to the teachers.

In Latin 10s., in Greek 10s., in Irish 10s., in French 5s.

Programme (for Irish).

(PAGE 72 ABOVE REPORT).

IRISH.—*First Year.*—(a.) Joyce's Grammar to the end of the regular verb, with the verbs *is* and *tá*; (b.) To translate into English the Irish phrases of the exercises in the First and Second Irish Books, published by the Society for the Preservation of the Irish Language. *Second Year.*—(a.) Joyce's Grammar to the end of Etymology; (b.) To translate into English the Irish phrases of the Exercises in the "Third Irish Book"; (c.) To translate into Irish the English phrases of the Exercises in the First and Second Irish Books. *Third Year.*—(a.) Joyce's Grammar to the end of Syntax; (b.) The first seven chapters of Keating's "Foras Feasa ar Eirinn," (Gaelic Union), omitting the poetry; (c.) To translate into Irish the English phrases and sentences of the Exercises in the "Third Irish Book."

Bilingual Irish Books and Grammar Sanctioned by the Commissioners of National Education in Ireland.

An Ceud Leabar Gaeilge (First Irish Book). An Dara Leabar Gaeilge (Second Irish Book): An Treas Leabar Gaeilge (Third Irish Book). "A Grammar of the Irish Language" by P. W. Joyce, LL.D., T.O.D., M.R.I.A.

From the Annual Report for 1888-9 of the Society for the Preservation of the Irish Language.

(SEE PAGE 29).

No. of National Schools in which Irish was taught in 1888.....	41
No. of Pupils examined	823
No. of Pupils passed	566

(Signed) J. C. TAYLOR,

Secretary, Board of National Education,

Dublin, 18th May, 1889.

Mr. Duggan, of Spildal National School, Galway, says:

(SAME REPORT, PAGE 13).

The people are almost exclusively Irish-speaking, and the bulk of the children can speak no English when they first come to school. The children appear to possess a large share of natural intelligence; but I believe the present method of conveying instruction to them in a language they do not understand has the tendency of making them stupid.

THE RIGHT HON. SIR PATRICK KEENAN, K. C. M. G., C. B., EXAMINED.

THIRD REPORT, PAGE 424.

Q. (*Earl Beauchamp*) You are Resident Commissioner of Education for Ireland?

A. I am.

Q. What is the nature and amount of recognition given to the Irish language under your system?

A. We recognize it as an extra branch, and we award twice the fee for it that we do for most of the extra branches; we award 10s. for a pass in Irish.

Q. What kind of examination is set in Irish?

A. At first we were obliged to limit it to an examination in writing, because we had not examiners to undertake it orally, but now that we have upon our staff an inspector who is a good Irish scholar, we have arranged that the examination shall be oral as well as in writing.

Q. What are the subjects of examination?

A. We have a programme of examination which embraces the grammar of the language, and the translation from Irish to English and English to Irish. I should have added to my former answer that we have Irish class books—little lesson books like primers, and second readers, and so on, and an Irish grammar which we supply to pupils at cost price.

Q. Do you mean, then, that you give a grant for Irish in the same way as for Latin?

A. Yes, quite so.

Q. Only heavier?

A. No, the same as for Latin, but twice as much as for French.

Q. There is no difficulty therefore in the fact that all the teaching is given in English?

A. We encourage every teacher who knows Irish to use it in any Irish-speaking district in elucidation and explanation of his lesson. We notify this on our programme of instruction with an admonition to the teacher to take care to do so.

EXTRACTS FROM THE REPORT OF THE WASHINGTON BUREAU OF
EDUCATION, 1888.

Louisiana.

The Legislature, at its session in 1888, adopted Act No. 81, revising and consolidating the school laws of the State and repealing all laws conflicting with it.

Extract from above.

Laws of Health to be Taught, and the French Language may be used.

It is required that "the laws of health" shall be taught in every district, and it is provided that the elementary branches may be also taught in the French language in those parishes in the State or localities in said parishes where the French language predominates, if no additional expense is incurred.

Missouri.

Language of the Schools.

In a large number of the districts of the State the German element of population greatly preponderates, and, as a consequence, the schools are mainly taught in the German language, and sometimes entirely so. Hence if an American family lives in such a district the children must either be deprived of school privileges or else be taught in the German language. In some districts the schools are taught in German a certain number of months and then in English, while in others German is used part of the day and English the rest.

Some of the teachers employed are scarcely able to read or speak the English language, while the first question asked him is whether he reads and speaks German. Many letters were received by the State superintendent from school officers and patrons asking if the schools should not be taught in the English language, and complaining that although living in this country their children are being taught in a foreign language. In Gasconade county German is taught in about twenty-seven, or one-half of the districts. In St. Louis county there are eighty-four districts; forty of them teach German. Many of the more enlightened Germans prefer that the schools be taught in English, as they are anxious for their children to be Americanized in principles, feelings and language.

INSTRUCTION IN GERMAN

—AND ITS—

HELPFUL INFLUENCE ON COMMON SCHOOL EDUCATION

AS EXPERIENCED IN THE PUBLIC SCHOOLS OF CINCINNATI.

AN ADDRESS BY JOHN B. PEASLEE, PH.D.,

LATE SUPERINTENDENT OF THE PUBLIC SCHOOLS OF CINCINNATI.

*Delivered before the National German-American Teachers' Association, at Chicago, July 19th, 1889.**Mr. President, Ladies and Gentlemen :*

It is a source of great satisfaction to me to know that my Address on German Instruction in our Public Schools, delivered before the German Commercial Club of Cincinnati last year, has been so favorably received by the friends of German Instruction in the Public schools of our country, and that it has led your Committee of Arrangements to invite me to address this great national organisation of German Teachers on that important subject.

I shall first of all give my personal experience and investigations carried on during my long service as Teacher, Principal, Superintendent of the Cincinnati Public Schools, and, shall, therefore, draw largely on my Annual Reports to the Board of Education. I shall attempt no flights of rhetoric, but shall endeavor to give you in a plain, practical talk the facts which thoroughly convinced me, once the opponent of German Instruction in our Public Schools, to become its friend and advocate.

Let me say by way of explanation that I was born and educated in the country apart from cities, in one of the old New England States ; that previous to coming West I had never known of any other language being taught to the children of the public schools than that of my mother tongue—except in the High Schools where a little Latin and Greek was taught, and occasionally French. Imagine, then, my surprise when on entering the Public Schools of Cincinnati as teacher, I found that a part of my class was excused by the Rules, forty-five minutes each day, to recite in German. Young, enthusiastic, and ambitious that my pupils should lead the City at the percented semi-annual and annual examination for promotion to the Intermediate (Grammar) Schools ; jealous, therefore, of every moment of school time and prejudiced against teaching children any foreign language (it was the prejudice of ignorance) and feeling that the pupils could not do as well in their English studies, I begrudged the German teacher his time, found fault with the Board of Education for requiring me to excuse the pupils for his recitation. Time went on, the first semi-annual examination came, and my German boys stood among the very first in the class in the English branches ; the annual examinations came, and again my German boys held their own, and passed with high honors from the District to the Intermediate Schools. My prejudices began to soften. I began to feel that the study of German was not so bad after all, as I had imagined.

After three years' experience as a class teacher of the upper grade of the Third District School of Cincinnati, I was elected Principal of the Fifth District. Here I was confronted by a fact that I could not then understand. It was this : The teachers of

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English in the primary grades requested me to assign them to the German department. Now, in those days all importance was attached to per cents. Indeed, the teachers were judged by the per cents. their classes obtained in examination, and in the German departments of these grades the teachers of English had the pupils only one half of the time. "Why do you prefer to teach in the German department?" I asked, and each answered: "Because the children do better in their studies, and are more easily disciplined." "Do you tell me," I replied, "that the children in the German department who devote only half their school-time to the English branches, do better on examination in English, than those who devote their whole time to English studies?" "Yes, we do," the teachers answered.

Of course, the wishes of all could not be complied with, and I was compelled to dis-appoint a number of them by assigning them to the English department. But the answer of the English teachers had raised an important question in my mind, and led me to make a thorough investigation in order to ascertain the truth or falsehood of their statement, viz.: that the pupils in the lower grades of that school who attended the German-English department, passed better examinations in the English studies than those who attended the purely English department. So during my two years' principalship of that school I watched the examinations and progress of the pupils carefully and compared the results of the two departments, and found that the teachers were correct. This led me to make a thorough investigation of the statistics of the entire school system of the City, covering a period of ten years. I did this by taking the average age at which the pupils of the several District Schools were transferred to the Intermediate Schools, that is, the average age at which pupils passed from the fifth to the sixth year of school-life as reported by the several Principals and published in the Annual Reports of the superintendent of Schools. The statistics showed that in every one of these ten years the pupils in the German-English department—those who studied two languages, passed to the Intermediate Schools on an average of little more than a year younger than those who studied English only.*

When I remembered that during all these years the pupils who passed to the Intermediate Schools, had each to obtain an average of at least 70 per cent. on questions prepared by the Superintendent of Schools, and which were the same for every child in that grade in the entire City, the fact to me was astounding until the reason for it was understood, but it was conclusive. I no longer doubted, I no longer thought I knew that the study of German did not retard the progress of the pupils in English, I knew also from having myself taught for three years in the highest grade of the District Schools, and from my experience as principal of all the grades that those pupils who studied English only had as full and complete a course as they could accomplish well. Indeed, the general sentiment among the Anglo-Americans at that time was—and is to-day for that matter—that their children had too much to do.

Those of you who were in Cincinnati fifteen years ago, will remember the attacks of the English papers upon the Public Schools of that city on the ground that too much was required of the children. Yes, those whose children have nearly double the time for English, are as a rule, the ones who complain of overburdening, stultifying, and cramming, and of too many studies. Very few indeed if any native Americans are ever heard to find fault with the schools on the ground that their children do not have enough to do. And yet this so-called burdensome course in English was, as shown by the statistics, accomplished by the pupils in the German-English department, in which nearly one-half of their school time during four of the five years' course, was devoted to the study of the German language, and this too at an average age of more than a year younger than the others.

In this connection let me quote from Dr. Kiddle, for many years Superintendent of the New York City Schools. Dr. Kiddle says: "In those schools in which it (the German language) has received the most earnest attention and in which, consequently, the most

* In justice it should be said that those who study German in the Cincinnati schools are, as a rule, the children of German parentage, and that the Germans usually enter their children at a younger age, and keep them more regularly in school. This will account for difference in age.

progress has been made, no indication has been presented that this branch of study has at all retarded the progress of the pupils in their English studies, but that it has rather facilitated intellectual advancement in English grammar, and composition, increasing the pupils' fluency of expression by giving them a more precise knowledge of the meaning of words in their own tongue, aiding in an important manner in their training and development."

Dr. W. T. Harris, former Superintendent of the St. Louis Public Schools, now the head of the Concord School of Philosophy, one of our great educational thinkers, and Dr. Andrew J. Rickoff, Ex-Superintendent of the Cincinnati, and of the Cleveland Public Schools, another great school man, report similar results.

The fact is, that a child can study two languages at the same time and do as well in each, as he would if all his time were devoted to either language alone. This fact is indisputable, it cannot be met by a denial, or by calling us hard names. I know from personal experience that the very statement of the fact seems to one who has not investigated the subject, and who does not understand the working of the infant-mind, absurd, paradoxical or foolish. Why? Because an adult is prone to look upon the mind of a little child as he does upon his own mind. He says to himself: "the more time I devote to any one subject, the more I can learn of it, therefore, the more my child can." Your conclusion, my dear sir, as my friend Raab would say "is mathematically true, but educationally false." You forget the all-important fact that the mind of the child is only in its infant stages of development, that, therefore, it can comprehend but little of any one subject, that the process of development of the infant mind is slow and gradual, that age is an important element in the education of children. A child can learn each day a little of a large number of subjects, but not much of any one; it can learn, for instance, as much arithmetic in one half-hour daily, as in ten hours; it will learn in the half-hour all its mind can assimilate—make its own—and any attempt to give it more than this becomes a cramming, stultifying process, and defeats its own ends. You can't force the mind of a child without injury to it. You can't teach it beyond its powers of comprehension, and any attempt to do so must result in failure. "A little to-day, and a little to-morrow," is the motto. Again, the number of subjects relieves the mind of the child. The child needs change, tension in one direction must not be long maintained. It plays at one thing then at another. This is the nature of the child, and the nearer we follow Nature's method in its training and education, the better for the child, and the better for the public schools. Those editors, physicians, and others who complain of overburdening and cramming the minds of children in the primary schools on the ground that they have too many branches of study, do so through ignorance of the real facts, and against the experience of the best school systems of the world, aye, against the very nature of the child-mind. The danger of cramming and overburdening the minds of children lies exactly in the opposite direction, lies in attempting too much in one or a few subjects, and not in the direction of too many studies. And I assert here, that if, as some advocate, the courses of study in our graded schools were reduced to the three R's, the instruction would become terribly burdensome to the children, especially in the lower grades, and they would learn less of these subjects than they do now. Such a course of study could be tolerated only in an ungraded school, where on account of the great number of classes, very little time is given to each recitation.

What I have said concerning the number of subjects is not intended to apply to the upper grades, for in these grades the minds of the pupils are more fully developed, and they can devote, with profit time outside of the class-room to the preparation of lessons, therefore the number of studies can be safely lessened, indeed, perhaps should be. But I assert that the pupils of the primary schools—the first four years of school life—do not have too many subjects, indeed, except in the German-English department, they do not have variety enough for the long hours of tuition which the pupils of our graded schools usually have to spend in school, as is shown by the fact that those who devote one-half of their school time to a foreign language learn ^{much} more of it than those who devote one-half of their school time to two foreign languages. From what has been said, it is

evident that it would be a great mistake to postpone the subject of German till the children reach the Grammar or High school grades, as many advocate.

The true place to begin the study of the German language is in the lowest primary grade—the first school year.

The prevalent belief that the more time there is devoted in school to any one subject the more the pupils will learn of that subject, is the source of much of the opposition to the study of a foreign language, and is the direct cause of a vast amount of pernicious teaching in our public schools of to-day. This false idea leads many a teacher to violate her time table, to give much extra time, for instance, to the subject of arithmetic at the cost of other studies, in the vain belief that the pupils will make so much more advancement in this study. Poor, deluded teachers; they forget that the powers of comprehension of the children are limited, and that no amount of fretting and driving, and of extra time will teach them more than a certain amount—that is, more than they can assimilate, and in nine cases out of ten that amount is reached in the regular time devoted to arithmetic in the programme of recitations. The extra time is usually worse than wasted; its effect is only to weary the children, to disgust them with the subject, and make them dislike teacher and school. Let me say here that entirely too much importance is placed upon mathematics in this country, and consequently too much time given to it even in the school programmes, to say nothing of the extra work—an error not made in the schools of Germany. Don't misunderstand me, I do not say that too much ground is covered in mathematics, but that too much time is given to it. In my opinion, there is time enough wasted by pupils while passing through the course of study of most of our City School Systems in solving a useless multiplicity of problems in mathematics, many of which are at the time beyond the comprehension of the children, and which they only work mechanically after memorized forms, for them, if taught correctly, to learn a foreign language and at the same time to become more proficient in mathematics.

How much better it would be for the intellectual development of the children; how much more practical for them in after years, if language and not mathematics were made the leading study in our educational systems!

Too Many Hours of Tuition.

My investigations into the subject of the effect of the study of German in the English branches, led me to conclude that the hours which the pupils were daily kept in school were too many. In this view I was strengthened by the report of the half-day schools established in London for boys who are compelled by necessity to work part of the time in shops, stores, etc. The Directors naturally fell into the common error of supposing that since these boys attended school only one-half of the time they could, therefore, learn only one-half as much. To their surprise and astonishment they found after careful and thorough examinations that the progress of these pupils in their studies was not only equal to, but in some respects even surpassed that of those who attended the all-day school. My convictions became so strong that the hours of tuition were too long, that one of my first official acts on my election, in 1874, to the Superintendency of the Cincinnati Schools, was to recommend to the Board of Education the reduction of the time to $4\frac{1}{2}$ hours in the two lowest grades, and to $5\frac{1}{2}$ hours in the remaining grades. Many of the members of the Board expressed their fears that such a reduction would be detrimental to the progress of the pupils. I assured them, on the other hand, that it would be a benefit to the pupils, and teachers, and promised to assume all the responsibility of the change.

The recommendation was adopted and experience has shown that my judgment was correct. No one has ever even suggested the return to the old hours.

I wish that Boards of Education, Superintendents, and teachers of English of other localities, who complain, that in their five or six hours a day, they haven't time enough for the introduction of another branch of study, would examine the course of study in English which will compare favorably with any in the land, and then go into the German-

English department of the primary grades of the Cincinnati schools and see the excellence with which the course is taught in the less than $2\frac{1}{4}$ hours per day. Yes, let the Board of Education of some of our large Western cities who give from twenty minutes to a half-hour a day to teaching the German language come with them and examine the progress of the pupils in both English and German. I know that they would return home and give to the study of the German language a reasonable amount of time, for they would then be convinced that they could do so without injury to the English branches.

Why Select the German Language.

The introduction of the German language into the public schools of our country has, unfortunately for the interests of education, met with much prejudicial opposition, and is, even among educators, somewhat of a vexed question.

One of the most common objections raised is, that if you admit one foreign language into the curriculum of our common schools, every foreign community in our midst has an equal claim to special teaching for their children in their mother tongue. The Jew has by induction a right to a class in Hebrew, the Irishman to instruction in Erse, and so on; and that to meet the requirements of the polyglot people in our midst, a staff of special teachers should by justice be maintained by our city. Such an argument is based upon fallacious reasoning. To say nothing of the vast number of tax-paying Germans among us, the German language is, side by side with the English, the language of the commerce of the world. As the French was for centuries the court-language of Europe, ours and the German tongue are, from the vast ramifications of the people the media of international trade among modern civilized races.

It is not the means of communication of an individual nation merely, but it is a tongue common to educated persons of all nations. Its close-alliance with our Anglo-Saxon speech makes its study to the cultivated American an especial necessity. True, Italian and Hebrew are beautiful languages, and their study must give a higher tone to the minds of those who master them; but they are too restricted in their cosmopolitan usefulness to demand their introduction into our schools. But it is said: "why teach any foreign language?" Because the study of a language is so essential to the training of the mind. There is no discipline so perfect, no means so effective in inducing thought, as the study of a foreign tongue. Lord Brougham said that a man was not half-educated who did not know two languages, that he had better learn Choctaw than to be without the mental discipline of the study of a foreign tongue. Besides, it gives the pupils through the derivation of words, a more thorough knowledge of the English language, and as each lesson in translation is an exercise in English composition it makes them more accurate and fluent writers of English. If then this course of instruction is so essential, what can be said against selecting for our children a language that is so comprehensive as the German, that is interwoven with the elements of the English tongue and is so intensely practically useful in our transactions with thousands of our citizens in every State of our Union. Besides, our German-fellow citizens are among the strongest supporters of our public schools, and that support is worth a hundred times more than the cost of German instruction, and if no other reason could be advanced for its study, this alone would amply justify its introduction into the schools of our country. But, fortunately, its advocates do not have to base their support upon any such ground. The German language, the mother tongue of the most enlightened nation of the Continent of Europe, is, next to the English, the language, as I have said, of the commerce of the world. It has a grand literature. It is of great practical value in the every-day life of our people. Besides, I repeat again, the study of two languages assists the pupils in acquiring a knowledge of each, and does not retard the progress in either. Yes, ladies and gentlemen, the advantages derived from studying two languages at the same time would amply justify the introduction of a foreign language into the curriculum of the schools of our country even if there were no citizens of foreign birth within our borders.

If there were not a German or a Frenchman in this country I would advocate on educational grounds, the introduction of the one or the other of these languages into the

public schools. Of course the great number of German speaking people in this part of the country is the especial reason why German should be preferred here, while in New Orleans, for similar reason French should have the preference.

Germanizing the Children.

"But," it is said, "this is America, and therefore, the English language only should be taught in the public schools; teaching the German language tends to make our citizens less patriotic, less American." "Are," I ask, "Gen. Carl Schurz, Gen. Frank Sigel, and the tens of thousands of other Germans who fought in the Union Army, in the last war, any less true American citizens, any less patriotic, because they were educated in the German tongue? Are our German fellow-citizens any less patriotic than the English whose mother tongue is that of our country, are the Germans in their native land any less devoted to the institutions of Germany, because the French language is taught in thousands of their schools?" No one, I think, would answer these questions in the affirmative. And until they can be so answered it is idle to say, that a knowledge of, or the teaching of German or any other foreign language, is adverse to patriotism. The truth is, that our German fellow-citizens are noted for their attachment to the free institutions of America, and are among our most patriotic citizens, as a class much more so than the English.

In this connection let me add that the study of the German language was introduced into the public schools of Ohio in 1840, by an act of the State Legislature requiring all Boards of Education in the State to cause the German language to be taught when demanded by seventy-five freeholders representing not less than forty pupils, and it has been taught in the Cincinnati, and in many other places of the County of Hamilton, Ohio, ever since. And the statistics show that Hamilton County sent more Union soldiers to the late Civil War than General Washington commanded in the Revolution, and a very large proportion of them were either German or of German descent. Does this fact look as if the introduction of the German language into the schools of that County had made her citizens unpatriotic.

Organization of the German Department.

Having spoken at length upon the importance of teaching the German language in the Public Schools, I will now give you a description of the Cincinnati plan of organization of the German department which I consider the best in the country; had St. Louis adopted it, as I recommended some years ago, her citizens would now be enjoying the benefits of one of the finest German departments in the country, one worthy of that great city, and without which her educational interests are suffering to-day.

German is taught in every one of the District, Intermediate and High Schools, and forms a flourishing department in the Cincinnati Normal School. In the four lower grades of the District Schools, one half of the school time (less two hours a week devoted in this department to music and drawing) is given to German. In all grades above the fourth year one hour is devoted to its study. In the four lower grades of the District Schools, German is taught, as a rule, by lady teachers under the supervision of the First German Assistant or German Principal as he is sometimes called, whose duty it is to teach the German in the highest, D (fifth year) grade, and supervise the instruction in the lower grades. In the Intermediate and High Schools, all the teaching is done by the First German Assistants themselves, except in three schools, where an additional teacher is employed.

It will readily be seen that by the Cincinnati plan, comparatively very little is added to the cost of maintaining the schools in consequence of instruction in German. Only the cost of supervisor and the teaching in the upper grades is the additional expense, in other words, the teaching of German to the eighteen and a half thousand children adds to the tuitionary cost of the schools only the cost of supervision, and the teaching of the hour classes in the upper grades. The one hundred and twenty-one German teachers of

the half-day classes add nothing to the expense, for they, with the one hundred and twenty-one English teachers who alternate with them, teach the same number of pupils that would otherwise be taught by two hundred and forty-two English teachers; or in other words, if German were abolished, it would require one hundred and twenty-one additional English teachers to take the places of that number of German teachers and, as the salaries are the same there would be no difference in the expense of the schools.

Of course, the preceding statement is based upon the supposition that our German fellow-citizens would not withdraw their children from the schools, if instruction in the German language were discontinued. We know, however, the fact is that many German parents would withdraw their children from the schools and place them where they would be taught the tongue so dear, and deservedly so, as one of the three great languages of the civilised world, to a large part of the people of our city.

Again, by the Cincinnati plan the exchange of classes takes place at the noon recess, hence there is no clashing, no disturbing of recitations, and as the pupils do as satisfactory work in English as those in the purely English department, there is no opposition engendered, on the part of the English teachers, against the study of German in these grades, in fact these English teachers are in favor of German instruction. Moreover, the Cincinnati plan gives time enough for excellent results in the instruction as may be seen by the German teachers furnished to the country every year by the crowning glory of the System, the Cincinnati Normal School, nearly every one of whose graduates receives her entire school education in the public schools of that city. In this connection I quote from Prof. Constantin Grebner who was delegated by the Board of Education in 1884 to examine, and report upon the proficiency of the Graduating class of that year. He said: "One more point, of the utmost importance remains to be taken into consideration—namely: these young ladies who are soon to go into the schools of this city, there to teach German, speak that language so fluently, and so correctly, and with so little of that accent which is generally found to be simply unavoidable with German-Americans brought up together in America that most undoubtedly not one of them will ever give rise to complaints that she has undertaken to teach German without being able to speak it correctly." Let me say here, that if the time now devoted to German shall ever be so reduced as to cause the discontinuation of the half-day plan it will be the beginning of the downfall of German instruction in the Cincinnati schools. The half-day plan is one of the strong and preservative features of the German department; it gives time for the best results in the instruction, it insures harmony, and co-operation on the part of the English teachers, and it adds little or nothing to the expense of the schools.* Another strong feature is the supervision of the male German First Assistants.

Intelligent supervision is absolutely necessary to the highest success of any department of education. It is directive talent that is needed to guide, broaden, and unify the instruction and thereby secure the highest results. Besides, the German First Assistants materially aid the Principals in the discipline and management of the schools.

A Suggestion as to the Manner of Teaching.

Allow me to make a suggestion as to the method of teaching German. In Cincinnati and doubtless in many other places it is taught largely as a native language. This is the best plan for those who are required to speak German at home—and I believe all children should be whose parents speak the language—but it is not so good for the others. They need more practice in school in talking, in conversation, in translation than the others. Indeed, the most forcible objection advanced by the opponents of our position is, that the children of non-speaking German families do not learn at our schools enough of the German language to speak it. While the charge is entirely too sweeping, for there are those who never speak German at home, yet who learn at school to speak and write the

* While I believe that it is best in the four lower grades of our schools, to give one-half of the time to the German language, I do not wish to be understood as implying that good results cannot be accomplished in less time. Indeed, I know that great benefits can be, and is derived in twenty minutes per day in many places. Better far twenty minutes only than to let the public without the admirable discipline and advantages of studying the language.

language so correctly that they are capable not only of holding conversation in German, but of giving excellent instruction in the language; still it must be admitted that there is some truth in the charge. This can readily be remedied by giving especial attention to teaching the pupils to talk the language. This partial neglect in this direction has grown out of the fact that the mother tongue of a great majority of the children in the German department of our schools is German, and, therefore, to teach it as a native tongue, is the natural method for all such children. As the best methods of teaching the two classes of children referred to, are radically different, it would be for the highest interests of both, if they could be separated, but this is in many places impracticable; we should then in order to do our duty to the minority, compromise, and adapt our methods more fully to their needs, that no pupil of ordinary intelligence may hereafter pass through the German department of the public schools without being able to converse intelligently in the language, at least on common every-day subjects.

Methods of Instruction.

Ladies and gentlemen, are you aware that the superior methods of imparting instruction in the English branches which have long prevailed in Cincinnati and in other cities and towns of the West are German methods? They were introduced many years ago through the German teachers and trustees who brought them from their fatherland, and through the admirable reports of Hon. Horace Mann and Dr. C. E. Stowe (the husband of Harriet Beecher Stowe), who were appointed by the State of Ohio to examine the schools of Germany, and to report on the methods of instruction employed therein. You have heard much of late years of the "New Education," the "Quincy Methods. What are these so-called "Quincy Methods?" They are methods introduced into the schools of Quincy, Mass., by Col. F. W. Parker who came to Ohio sometime in the sixties, taught in the Public Schools of Cleveland, and in the Dayton (Ohio) Normal School, and subsequently returned to his native New England, carrying with him the methods of instruction he had found here, and after a visit to Germany introduced them, slightly modified, into the schools of Quincy. "What are they?" I ask again. They are the German methods heretofore spoken of, substantially the same methods as have been pursued in our Western schools for many years before they were ever heard of in Quincy, before the pen of Charles Francis Adams had made them famous, before they had revolutionized the primary instruction in the City of Boston and the East. Under these methods of instruction introduced from Germany the children make much more rapid progress than under the old. Consider that less than fifteen years ago, the old A B C method of teaching primary reading was pursued in many towns of New England, that the slate was not put into the hands of the pupils till they had been years at school, that then came the lead pencil, and years after the pen. Did you not see at the Centennial Exposition at Philadelphia, hundreds of specimens of writing from entire classes of pupils of an average age of from eight to ten, and even more years, executed with a lead pencil, because those Yankee-schoolmasters thought the children too young to use the pen? When we consider that "Object-Lessons," or the objective method of teaching was unknown at that time in the schools referred to; that the memorizing of the text-book, word for word, was the *sine qua non* of a good recitation—and so on *ad finitum*, we do not wonder that when Col. Parker introduced Western methods into the schools of Quincy, the people of the East thought that a new era had dawned, and cried: the "New Education," the "Quincy Methods." Why! there isn't a German within the sound of my voice; there isn't a person educated within the last twenty five years at least, in the public schools of Cincinnati, or those of many other Western cities we can name, who did not receive instruction under essentially the same methods as those which have made the schools of Quincy famous. The American people, especially in this part of the country, should be profoundly grateful for what the Germans have done through their superior methods of teaching, for our educational interests.

Too much praise cannot be given the Germans for what their advanced methods have accomplished in reforming, elevating, and perfecting the modes of instruction in the schools of our land.

Conclusion.

To those who oppose German instruction in our public schools let me say, that the statement that the cost is great, has been shown to be without foundation in places where the best and most efficient organization of the department is effected; the belief that the study of the German language retards the progress of the children in English has been completely overturned by the statistics; the statement that this is America, and therefore we ought to teach the English language only, is not worthy of notice; the assertion that the study of German tends to Germanize our pupils and make them less loyal to our country, is not borne out by the facts. Besides, your sons and daughters are *not compelled* to study German, as it is an optional branch. Why then object to others enjoying its advantages? I have never heard the first valid reason offered against the study of German, and I believe that every intelligent man who will thoroughly investigate the subject free from all prejudice, must come to the same conclusion as I have, viz., that the study of two languages is for the best interest of the pupils. I not only thoroughly believe in the German department of our schools, but I am convinced that it would be better for the intellectual development of our pupils, if they *all* studied the German language in connection with the English. Besides, it would be better for the interests of this great commercial country of ours, if much more attention was paid in her schools and colleges, to learning the great living language of modern civilization. It is a lamentable fact indeed, that few Anglo-Americans can be found, who can speak any other tongue than the English, while there are thousands of Germans of kindred birth in our midst who are able to converse well in at least three languages, and this is to be attributed mainly to the difference in the educational policies in the two countries.

Ladies and gentlemen, may the time come, when our people may be equally wise and far-seeing in their educational policy. This is my sincere wish and ardent desire.

OPINIONS OF AMERICAN EDUCATORS.

"The results show that instead of being an hindrance, the study of German, when continued for a reasonable length of time, is an advantage to the pupils, and greatly increases their power of acquiring knowledge of the common branches."

R. J. STEVENSON,
Supt. Public Schools, Columbus, O.

"Statistics enough have been gathered to show that American pupils, as their German school-mates, are aided in mastering the difficulties of English grammar by the help they receive from the German language, and I believe it will be found that American pupils who have studied both languages with some degree of faithfulness, write the English language with a nicer sense of the meaning of words, than those who have never gone beyond their mother-tongue. It seems needless to add that the general progress of pupils in the other branches is not affected by adding German to the list."

"I do not design to say a word here of the advantage of a knowledge of German to the scholar or man of business. To the former it is a necessity, to the latter it has positive money value, in this country at least. My object in this place is simply to present two or three facts showing what value the study has in connection with the work of the pupils in our schools. It has been claimed over and over again that the study of German prevents pupils from acquiring an accurate knowledge of the English language. *But our experience in this city confirms the results which have been observed elsewhere in contradiction to this statement.*"

"Some years ago Superintendent Rickoff, of Cleveland, published a statement showing that of the pupils examined for admission to the High School thirteen per cent. more of those who had studied German passed than those who did not. A year ago I examined the percentages of the annual examination of the First Grade and found a similar result."

JAMES MACALISTER,
Ex-Superintendent of the Milwaukee Public School,
now Superintendent of the Philadelphia Schools.

That the simultaneous study of two languages which are so closely related as are the English and German, results in more satisfactory progress in both than the single study of either, has been pointed out by many educators in this and other countries, and has in some cities been demonstrated by elaborate statistics of classification, examinations, and promotions. The Ohio Legislature has recognized this important fact, and secured the advantages of the simultaneous study of these great kindred languages by the enactment of laws making it general throughout the State, which has thereby been steadily adding to the number of its enlightened and thrifty population. The *State Educational Convention* of Ohio has strongly approved of these laws, and the consequent general introduction of German instruction. This Convention, composed of teachers from all parts of the State, among whom were able and earnest educators from the large cities as well as the growing towns, villages, and rural districts, announced in the most emphatic terms that the course of their State had been eminently wise. Nor is it difficult to account for the greater progress secured by the simultaneous study of two kindred languages as it manifestly is in accordance with simple and well-known laws of intellectual development. The superintendents of schools of our large cities have repeatedly and in the most positive language, given their unqualified testimony that the study of German in the public schools is accompanied with political, social and commercial advantages to this country which cannot be overestimated, and which we could not afford to be deprived of by its abolition."

St. Louis School Report, 1879.

"My inquiries have also elicited the fact that the teaching of the German language has resulted in bringing into the schools an increased number of pupils; and this has been a marked result not only in localities in which the population is largely German, but in those of a widely dissimilar character. This is an illustration that the instinctive American part of our people approve of this branch of study in the common schools, and accounts in part for its introduction into so many cities of the Union, and its generally popular character wherever introduced."

HENRY KIDDLE,
Ex-Superintendent New York City Schools.

"The time allowed for German has not only not retarded the progress of the schools in other branches of study, but it has, in a conspicuous manner, promoted the general progress of the classes. The testimony of several Principals, in whose schools our course of instruction has been fully carried out, is most decided on this point."

A. J. SCHEM,
Asst.-Supt. New York City Schools.

"It is well known that the most numerous of European immigrants are the Germans. . . . If then the German language is taught in our Public Schools, it will not only make the schools beneficial in a far more extended view, but will, at the same time, have a decided tendency to promote the *amalgamation* of the foreign with the native element of the country and thereby become a fruitful source of power and prosperity in the future."

Superintendent Louisville Public Schools.

"Our language is derived from the same stock as the German, and between this and the pure English there is a close affinity, as may be observed even by any person only indifferently acquainted with both.

NOAH WEBSTER.

GERMAN IN THE NEW YORK PUBLIC SCHOOLS.

From Circular issued by E. Steiger & Co., New York.

Last June, seven of the eight members of the specially appointed Committee of the Board of Education, recommended that instruction in German and French, in the Public Schools of New York City, be altogether abolished.

Since then this matter has been carefully considered with the result that the importance of teaching a foreign language, and especially German, as a regular branch of study is, for various reasons, now conceded by all.

At the meeting of the Board of Education on December 11th, abolition of the study of German and French, which only a few months ago was urged and confidently predicted, had no supporters at all; on the contrary, twelve members voted for extending the instruction (from a 3 years'—as at present) to a 5 years' course; the largely outnumbered opposition of only five members contented itself with voting for restricting the instruction to a 3 years' course, *i. e.* for making no change whatever.

INDIAN SCHOOLS IN ONTARIO.

From Regulations of the Education Department.

Every teacher in an Indian school shall be able to speak the Indian language, and shall, as far as possible, give his instructions in English.

The qualifications of teachers shall be regulated by the County or District Board of Examiners. A certificate of having passed the entrance examination prescribed for High Schools and Collegiate Institutes may be accepted in lieu of any other certificate.

The subjects of study in these schools shall be as follows, viz.:—Reading, Writing, Object Lessons, Elementary Drawing, Elementary Arithmetic (the four simple rules), Elementary Geography (the maps of the World and Dominion of Canada), Spelling and Grammar (formation and analysis of simple sentences).

The County Inspector, in conjunction with the Indian Agent, shall have a controlling influence in the selection of teachers, except in the case of such schools as are established by any religious denomination under the Regulations of the Department of Indian Affairs. The Inspectors shall report upon the competency of the teachers of each Indian school inspected by him, and such other matters as may, in his opinion, affect the interests of the school.

EXTRACT FROM REPORT OF JAMES F. WHITE, INSPECTOR OF INDIAN ROMAN CATHOLIC SCHOOLS, ONTARIO.

There are in all eighteen schools in my district ; some of these I have been unable to visit on account of distance or lack of facilities for reaching them. Four schools are taught by members of religious communities, viz. : Mattawa, Wilwemikong (boys and girls) and Port William, each of these has two or more teachers, and the attendance has been more regular than in the average Indian school. No special examination is required of teachers in the schools inspected by me as they are all denominational schools. However, the clergy satisfy themselves of the fitness of the teachers and make the appointments in connection with the Indian agent. The preference is usually given to those having some acquaintance with the Indian tongue ; as the salaries are low and the positions not always the most desirable there is little competition for places and in fact it is difficult to secure teachers at all qualified for the work. There are ten of the teachers having some acquaintance with the Indian language, three of them being whites. These teachers have a decided advantage over the others especially in regard to the younger pupils who know nothing of English at first and have to receive instructions and commands in their own tongue. The teachers who do not understand Indian have to give explanations through the medium of the older children ; but this method is unsatisfactory in its results, and the pupils' progress is very slow as the teacher fails to gain the confidence and sympathy. Many of the schools have charts of Indian words and phrases, some with the English equivalent following. A few have Indian books from which the teacher or pupils read and translate. These means have greatly assisted the children to learn English especially where the teacher has employed writing as well as speaking to show the English equivalent. Object lessons are also used, though not so commonly as they should be ; lists of familiar objects and of common expressions are also given with beneficial results. If the teacher's knowledge of Indian would permit him to make more frequent use of these means I am convinced that a much better knowledge of English would follow, and that it would be less common to hear pupils reading pretty fluently from an English book, subjects of which they did not know the meaning. About half an hour daily is devoted to religious instruction, the pupils learning their prayers in their mother tongue when the teacher is competent so to teach them.

LETTER OF INQUIRY TO MR. McCAIG, INSPECTOR OF INDIAN SCHOOLS FOR ALGOMA, AND HIS REPLY.

My Dear Sir,—

TORONTO, Dec. 21st, 1889.

As Inspector of Indian Schools you would oblige me very much if you would report in regard to the following :—

- (1). How many teachers in Indian schools are capable of speaking the Indian language ?
- (2). Do the Indian Agents, with whom the appointment of the teachers mainly rests, prefer a native Indian ?
- (3). Are any text books in the Indian language used in the Indian schools ?
- (4). Is the Indian language ever used by the teacher in giving instruction or in giving orders to his pupils ?
- (5). Are the pupils taught to read and write in the Indian language ?

(6). To what extent does it appear to you, that the Indian language can be used successfully as an aid in the introduction of a better knowledge of English?

(7). Were the schools inspected by you connected with any religious denomination, and if so, what, and what time was given to religious instruction?

An early reply to the above will much oblige.

Yours truly,

(Signed) G. W. ROSS.

D. McCAIG, Esq.,
School Inspector,
Collingwood.

COLLINGWOOD, Dec. 26th, 1889.

TO THE HON. G. W. ROSS,
Minister of Education.

Dear Sir,—

Referring to your letter of inquiry of the 21st instant *re* Indian schools. I have to state in reply, taking your questions in order. (1). Among the eleven teachers of Indian schools under my jurisdiction, about six understand the Indian language fairly well, and all do make use of it in teaching, as both the Indian and its English equivalent word, must be cognizant to both teacher and pupil before there can be any intelligent teaching. I therefore insist on new teachers who do not know Indian, beginning at once by learning the Indian name for all objects, the names of which occur in the lessons, and if possible presenting the objects themselves to the pupils.

I consider that some knowledge of the Indian language is absolutely necessary to successful teaching.

(2). Indian Agents do not at all encourage the appointment of native or Indian teachers, as they believe Indian teachers have no control whatever over their pupils, and as far as I have seen, I agree with this view. During the past four years however, there has been only one Indian teacher employed for about two months in all the Indian schools above referred to, so that, I am not prepared to write with any great certainty on this point; but I believe the agents are right.

(3). No books in the Indian language are used in giving instruction in any of the schools under my jurisdiction. In some instances teachers obtain a dictionary and perhaps a testament from the Indian missionary usually in the neighborhood to help them in their work, and I am confident it would be a great advantage if a dictionary and a few simple Indian books were supplied to all Indian teachers. I do not think it is of so much importance in the case of the pupil. Indian children know neither the scrip nor print of their own language. It is therefore almost as easy for them to begin with the signs of the English word as the Indian word. The teacher though ought to be able to connect the English word with its Indian equivalent. To enable him to do this such Indian books as I have referred to would be a great advantage.

(4). In a few schools (altogether the most successful) the Indian equivalent of every English sentence used is repeated in Indian, in giving lessons, and where a supply of proper objects has been secured, (a museum) pupils are taught to use these objects by commands given in both Indian and English (see my report of the Garden River Schools).

(5). Pupils are not taught to read and write in Indian in any of the schools in Algoma. In the best taught schools however, the Indian and English names of objects are often written together upon the blackboard, chiefly, however, to show the connection

between the object and its written sign, and when this is fully understood the practice is discontinued as being of little value unless the object were to teach the Indian language, which of course it is not.

(6). I think this question is fully answered in No. 4. I may say, however, that I believe no successful teaching can take place without the teacher having some knowledge of both languages; but that the knowledge of the language to be taught should be the more extensive, and is the more important. I consider that a few easy books and a dictionary in the Indian language ought to be part of the equipment of every teacher of an Indian school; but that after a child has arrived at the second book, the Indian language may be almost or wholly discontinued.

(7). Six out of the eleven Protestant Indian Schools in the District of Algoma are connected with English Church Missions, but they are conducted very much the same as Public schools in Ontario. Scriptures and prayers are read daily, but I think most of the religious teaching is done in the Church and Sabbath School.

I have the honor to be
your obedient servant,

(Signed) D. McCAIG.